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ABSTRACT

A series of inquiry plans for the systematic development of learning and thinking skills are provided in this teaching guide. The materials for each grade level include: 1) a summary of the plans, justification of them, identification of the concepts and content that the students will explore, and an outline of the instruction strategy; 2) a statement of the objectives of each topic concerning skill development and the level of performance expected at the close of a planned activity; 3) a description of strategy including specific activities, a questions that should be used, and the inquiry model or plan to be applied to a series of events or situations throughout the year. Since the student is expected to identify the content he needs, in most cases the content is not described. In addition, the selection of instructional materials is left to the teacher based on what is available and the media the students need. Evaluation techniques can be translated from the descriptions of the performance objectives. This guide is not intended as a total program for social studies in any grade. The second part of the guide (SO 000 196) contains the materials for grades 7 through 11. (SBE)

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the Center for Economic Education, State University
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ECONOMICS EDUCATION:

A GUIDE FOR NEW YORK SCHOOLS

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I hear...and I forget,

I see...and I remember,

I do...and I understand.

Chinese Proverb

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A STATEMENT OF PHILOSOPHY

> In our schools today, formal education too often gets in the way of learning.
> Sidney Poitier

The development of the material in this guide is based on several beliefs that the authors hold about the purposes and processes of education. It is our feeling that these beliefs need to be explicitly stated at the outset of this guide, so that teachers are fully aware of what is expected of them during the implementation of the following materials.

Let us begin with the teacher. The role of the teacher in the classroom should be that of a manager of the learning process, not a dispenser of facts and answers. Students come to school to learn. They are what school is all about. The adult in the classroom who dominates all discussions, answers all questions, and leaves the impression that he, together with one or two books, holds all the "right answers," is being over-paid, at any price. The effective teacher is one who initiates pupil-to-pupil discussions, guides students to seek or develop their own answers, and recognizes that the more one explores a variety of materials, the more complex and doubtful "right answers" become.

To construct this kind of classroom environment, the teacher must plan. Planning for student learning is the central purpose of the teacher. This planning involves defining goals and outlining strategies for student attainment of those goals. Students must have a major role in the planning process, and they should be fully aware of what is expected of them. The goals and activities of education should not be designed to deceive children. Learning is not the process of guessing what the teacher wants. It is a process of knowing what is expected and being given the time and materials to do it.

The responsibility of public school education is to help students develop the skills of learning, not to develop specialists. We are not producing historians, economists, biologists, mathematicians, or librarians. If we must label our product, they are closer to generalists than anything else. They should develop the skills necessary to participate in society and to be able to adjust and adapt to a rapidly changing environment.

To accomplish these seemingly ambiguous goals, our public schools should concentrate more on how to learn and less on memorizing facts. Each day we are reminded that what we once thought was a fact is now highly questionable. Consider some of those fine old questions you could always answer: "Who discovered America?"; "What is a communist?"; "What does the Republican Party stand for?"; or "How much is 2 and 2?" If you are still positive of the answers to these questions, you may not be interested in using the materials in this guide. The explosion of knowledge is occurring so rapidly today that it is completely futile to try to remember everything. The best that we can do is to learn how to learn; that is, to develop the skills of how to locate, organize, and manage information. These skills are applicable to all knowledge, and therefore, they provide the student with useful methods of seeking whatever knowledge he will need in the future, instead of limiting him to being able to recall facts of the past.

This leads to the next belief. Students should spend less time storing information about man's history and more time exploring the conditions of the present and speculating about the future. As teachers, we adults take great pride in storing and transmitting the history of ourselves, our communities, our state, and our nation. By the time we have been in teaching ten years, we have nearly reached the half-way point in our lives. But what interests us does not necessarily interest our students, and this is as it should be. Most of their lives still lie in front of them and that is what they are concerned about. To this end, the learning process should be designed to permit students to hypothesize, not memorize; that is, to look forward more often than back.

Finally, developing skills of how to learn should revolve around the use of models of inquiry. Learning cannot be a helter-skelter process. Learning results from seeing problems or asking questions, and then seeking solutions or answers through the process of inquiry. Regardless of their age, people do not seek answers unless they see a need for something or have a problem they wish to solve.

The skill with which people use the inquiry process depends on the experience they have had with it. For this reason, learning through inquiry should be part of the strategy of every grade level. The skills should be developed sequentially and deliberately, so that the student has opportunities to constantly expand and refine the process, as he moves from grade to grade through our public schools.

None of these beliefs are original with us. As in most things, our beliefs are conclusions we have reached by watching children, and listening to as well as reading what others have to say. For us, Postman and Weingartner's, Teaching as a Subversive Activity; Sander's, Classroom Questions: What Kinds?; Gagné's, The Conditions of Learning; and parts of Fraser's, Social Studies Curriculum Development: Prospects and Problems, have a great deal to say. We believe that these books deal with the essential problems of today's educational institutions. If all of the ideas in this guide are not consistent with the ideas of these people, it is our responsibility and not theirs. At least, we all agree that for our public schools to survive, some radical changes must occur in how and what we plan for learning, and they must occur quickly.

The Authors

Oneonta, New York
July, 1970

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The project also wishes to acknowledge the extensive contributions made by the nine school districts that labored so diligently during the past school year with the original curriculum materials published by this project in the summer of 1969.

Greene Central School	Greene, New York
Charlotte Valley Central School	Davenport, New York
Gilboa-Conesville Central School	Gilboa, New York
Laurens Central School	Laurens, New York
Norwich City Schools	Norwich, New York
Oxford Academy & Central School	Oxford, New York
Roxbury Central School	Roxbury, New York
Andrew S. Draper Central School	Schenevus, New York
Sidney Central School	Sidney, New York

The continual efforts of nearly 125 teachers in these schools provided the professional judgments and criticisms that enabled the project writers to put this revised publication together. A special thanks must be extended Mrs. Lorraine Zimniewicz and Miss Patricia Breen of the Sidney Central School for their assistance in preparing the seventh grade materials.

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HOW TO USE THIS GUIDE

Planning for learning is the essence of teaching. What and how you plan are excellent indicators of what you believe school is for. The process by which plans are implemented provide further knowledge of what you believe is the role and purpose of a teacher in the classroom environment.

This guide is a series of plans for learning. It includes the plans for conducting the learning process in and outside of the classroom. It has been constructed from the beliefs which the authors hold about learning and the role of the teacher in that learning process. This guide should not be viewed as a total program for social studies in any grade. It is intended only as a beginning, but with this difference. The kind of learning environment created by these materials is applicable to all other learning in the social studies.

Planning for learning begins at the end and works backward to where learning by the students starts. The process of planning for learning begins by stating the goals to be accomplished at the end of a given time period. When goals have been defined, the specific objectives involved in reaching those goals must be identified. These are followed by the planning of strategies to reach those objectives. The strategies define the materials that will be necessary, and it is in these materials that the content which the class will be exploring is to be found. In general terms, this was the process followed in constructing this guide.

It would appear, from the previous description, that content was the last consideration in the preparation of these materials. That is very close to the truth. As stated in the philosophy earlier in this guide, public school education should be dealing more with the business of how to learn and less with what to learn. We are not in the business of training economists. That is the responsibility of institutions more specialized than our public schools. Our responsibility is to children and their communities, and it involves the systematic development of learning and thinking skills. That the discipline of economics offers an excellent vehicle by which these skills can be developed, is fortunate; otherwise, there would be no reason to include the discipline in the curricula of our public schools.

The descriptions that follow are designed to explain to the teacher the purpose of each part of the materials found at any grade level.

General Overview: These are the introductory remarks for the teacher as she begins the use of the materials at her grade level. The paragraphs provide a summary of the plans developed, the authors' justification for the plans, and an identification of the concepts and content that the students will explore.

Individual Topic Overviews: Each topic within a grade level begins with this short description for the teacher. It may be considered in two parts. First, an outline of the content and the strategy for instruction is described. Second, the thinking and learning skills that will be introduced or developed during that topic are listed. This overview provides the teacher with the best preview of what is planned in the pages that follow it.

Objective Flow Chart: At the bottom of each topic overview is a chart covered with numbers and lines. This chart is a schematic of the procedure to be followed in accomplishing the thinking and learning skills delineated in the objectives of that topic. Each number on the chart corresponds to an objective in the topic. The lines connecting the numbers define the path to be followed in accomplishing the objectives. Thinking skills come in varying degrees of complexity. Some skills are low level and can be accomplished early, while other skills are more complex and must come only after low level skills are developed. Thus, this chart shows simple, intermediate, and complex columns, and all objectives are categorized into these three columns. For students to be successful in developing the thinking skills of a topic, the teacher must not skip around from objective to objective at her own fancy. She must proceed from Objective 1 on through the end of the topic in specific order, as shown in the flow chart.

In each topic, the teacher will find three columns titled Objectives, Content, and Instructional Strategies. These have been designed in parallel structure so that the teacher can view the main elements of the plan horizontally across two pages of the open book. On any particular day, the teacher will be able to open the book where she stopped yesterday, and say immediately, "These are my objectives for today, and this is the instructional strategy for accomplishing these objectives." How far the class progresses in any one day depends on the strategy and the accomplishments of the students.

Objectives: This left column is the key to the whole program. The Objectives, when read carefully, describe the whole learning process. Most of the objectives begin with a statement that describes what must precede this objective, or what the students need in order to develop the skill described later. Next, is the statement - "the student will demonstrate his ability...." This is repeated in every objective to remind the teacher that learning centers around the student, not the teacher. It is the student who is to develop and demonstrate specific skills, not the teacher.

The first statement that begins with an underline describes the thinking skill the student will develop. This is the key to the objective, and the factor around which all education should revolve. If one puruses this entire program, he will find only about two dozen different skills. That is because the basic skills of learning how to think are quite few in number. However, to build the skills involved in thinking, the student needs continued opportunity to enlarge and develop these skills as he matures. As an example of this idea, both five and fifteen year-olds develop the skill of detecting similarities between items, but the fifteen year-old's skill will need to be much more discriminating and perceptive.

Finally, each objective closes with a second underlined statement. This part describes the type and level of performance that the student will demonstrate when he completes the activity planned for him. The statement is really the evaluation criteria upon which the teacher will decide to what degree of success the student can perform the skill that he was asked to develop. If the student can perform at the level defined in the objective, he may proceed to the next objective. If he cannot perform at that level, then new strategies will need to be planned until he can meet those standards. In very simple terms, if education is for students, and some objective is planned for them to accomplish, then the student should not proceed to some new objective until he has accomplished the first objective planned for him. All objectives are stated in terms of terminal performance, not beginning performance. This means that an objective describes the skill to be developed and the level of performance the student will demonstrate at the close of the planned activity.

Content: Most of this guide leaves the content column empty, and for good reason. Most of the strategies planned in this guide revolve around a model for inquiry. These models are designed to explore several events or time periods throughout the school year. In using the models, the student will seek whatever content is necessary to complete his inquiry. Since this program fosters skill development rather than content memorization, the strategies are designed so that the student will identify the content he needs, and not the content some guide insists that he memorize.

Instructional Strategies: This column describes in detail the plan or activity that must be followed so that students may have the opportunity to develop the skills outlined in the objectives. The strategy includes specific activities and questions that the teacher should use. Thinking skills don't just happen. They are the result of carefully planned procedures which take the student step by step through a series of events. In these events he learns what is expected of him, and then is given the opportunity to fulfill those expectations. Most of the strategies in this guide are models to be repeatedly applied to a series of events or situations throughout the year. In this way, students have the opportunity to build and strengthen specific thinking skills through repeated use. This kind of reinforcement is necessary, if the student is to retain, beyond the end of the school year, those thinking skills which he used during the year.

Finally, two elements one might expect to find in a guide of this type are missing. Some explanation of this is necessary.

Bibliography of Materials: As a practical matter, the authors do not believe that a guide of this type should be restricted to specific textbooks, films, or other materials. If these materials are not available to the teacher, then the whole guide becomes a washout. The selection of specific materials occurs after goals, objectives, and strategies are planned. These have been planned for the teacher. It is now her responsibility to select, from the material she has available, the media that students need. As soon as students are able, they should select their own materials. They are the people who need to develop the skills of using resources, and these skills can only be developed by getting involved in using the materials.

Evaluation Techniques: To the uninitiated, this guide lacks the testing devices necessary to measure student accomplishments. True, the guide does not include any sample test items. However, a careful reading of the objectives will reveal that each objective closes with a specific description of the performance expected from the student. Each of these specific descriptions can easily be transformed into evaluation techniques. The teacher must continually remember that the objectives in this guide deal with thinking skills to be developed and not content to be memorized. Very few of these skills can be evaluated through multiple-choice questioning. Asking the student to, "list the names of all the United States Presidents in order," is not an example of a test question that measures anything the objectives in this guide seek to accomplish.

In the coming year, the authors of this guide will compose some evaluation devices for the objectives found here. A supplementary guide for evaluation should be available in September, 1971.

GENERAL OVERVIEW: KINDERGARTEN

The focus of the kindergarten program is upon families, the school, and the child's immediate surroundings. Obviously, life and education do not begin for a child as he enters kindergarten, nor does the child's ability to perceive or manage his environment. The material that follows is based largely on this assumption: any child that has internalized a spoken language to the point that he can communicate with other children and adults, both familiar and strange, has the mental ability to deal with basic ideas in economics.

The topics that follow deal with very little the student has not already encountered in real life or on television. The difference stems from the fact that the student is now asked to deal with understandings in economics by beginning the development of thinking skills that will be needed throughout his school and adult life.

After the investigation of living and non-living things in Topic I, the student focuses on the family through the remaining three topics. In turn, he will deal with people's needs, wants, family organization, interdependence, specialization, and income. While only a few of these words are introduced specifically, the concepts are explored and the students begin to deal with ideas which will be named at higher grade levels. The skills introduced at this grade level represent the beginning of the development of some crucial thinking skills. The ability to identify and verbalize conditions as they are in the child's immediate surroundings, is one of the earliest key skills. This is followed by the introduction of grouping, labeling, categorizing, generalizing, and predicting skills. All of these must be mastered before the student can be expected to hypothesize and use inquiry models in the later elementary grades.

Each individual topic of this guide begins with two elements the teacher should explore carefully. First, is a specific overview of the topic that follows. In these introductions the authors have focused on the specific content and skills around which class planning should evolve. The second element is a flow chart of objectives for the topic that follows. A detailed description of the purpose and use of these charts can be found in the introductory pages of this guide. If you have not already read that description, please refer to it before you begin implementing any topics at this grade level.

Dropouts are made in Kindergarten.

Jane B. Algozzine

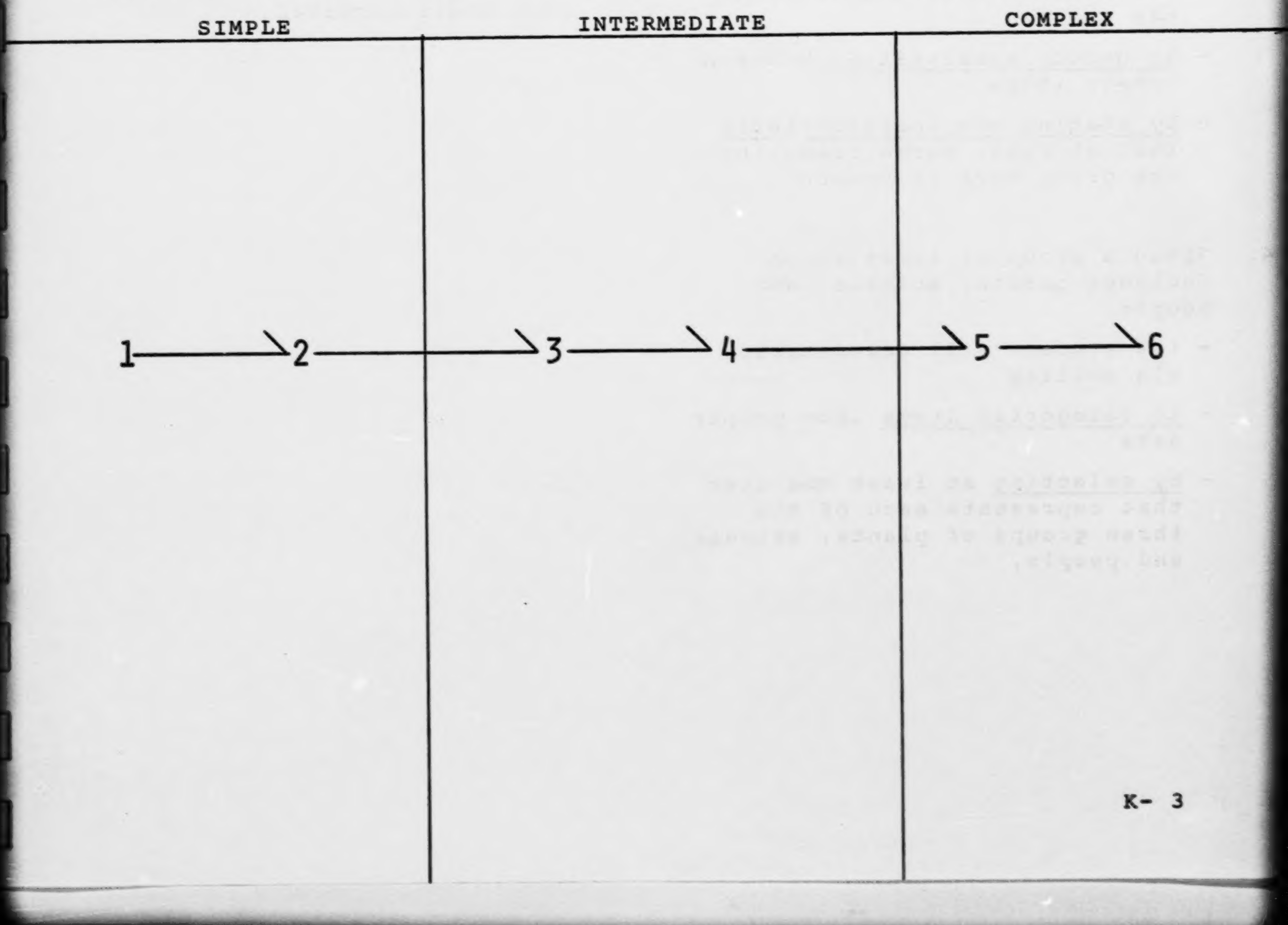
OVERVIEW: TOPIC I

This topic begins by investigating the broad spectrum of items with which students have come in contact. Starting with living and non-living things, students are asked to detect and categorize characteristics of each. Recognizing that this closely parallels the science curriculum, the authors see it as an excellent opportunity to deal with concepts that cut across "subject" lines.

Following this introduction, students are asked to focus on the living things to identify the similarities and differences that exist between plants, animals, and people. Finally, the needs of each of these categories are explored, with the needs of people being differentiated from other living things.

As mentioned in the general overview, the thinking skills begun here are crucial to higher level skills developed in later grades. These skills should be developed slowly and deliberately, with ample opportunity given to all students to handle, organize, and verbalize about the things with which they are familiar.

OBJECTIVE FLOW CHART



OBJECTIVES	CONTENT
1. Given a series of items, some of which are living and some of which are nonliving, - the student will demonstrate his ability - to categorize items into proper sets - by selecting from the items given, at least one living and one nonliving item.	1. a. Living things are those which grow and reproduce. b. All other things are nonliving.
2. Having selected a living and nonliving item, - the student will demonstrate his ability - to use evidence to support a selection - by stating at least one characteristic of each living and nonliving thing.	
3. Given a group of living things, - the student will demonstrate his ability - to detect similarities between common items - by stating one characteristic that at least three items in the group have in common.	3. All living things have basic needs which must be fulfilled for their survival.
4. Given a group of items which includes plants, animals, and people, - the student will demonstrate his ability - to categorize items into proper sets - by selecting at least one item that represents each of the three groups of plants, animals, and people.	

INSTRUCTIONAL STRATEGIES

A. (Strategy for Objectives 1 and 2)

A collection of items or pictures of living and nonliving things that the teacher has furnished, or that the students have brought in, would be placed on a table. Pictures or items portraying living things -- plants, animals, people; or items such as dolls, stuffed animals or artificial plants would be acceptable. The students should sort out and categorize the items, using the labels "living" and "nonliving." Characteristics of each of the groups should be discussed. The following questions might be helpful:

Are they alive?
Do they grow?
Do they need food?
Do they reproduce?

Any characteristic that distinguishes the living from the nonliving would be acceptable.

B. (Strategy for Objective 3)

Focus should now be made on the group of living things looking for similarities and differences. Suggested questions:

How are they alike?
What do they need to live and grow?
Do they all need food?
Do they all need water?
Do they grow and reproduce?
What else might they need?

C. (Strategy for Objective 4)

Continue with the group of items or pictures of living things. The students should arrange the items into groups labeled plants, animals, and people. If pictures are used, these could be grouped on the bulletin board. If items are used, the students should group them into areas assigned for each group. Suggested questions:

Why is this called a plant? An animal? People?
Does it need food or water?
Does it grow? Or reproduce?
Does it move from one place to another by itself?
Does it talk? Or think?
Are some of the items alike in some ways?
Could we put the things that are alike together?

OBJECTIVES	CONTENT
5. Having categorized living things into proper sets of plants, animals, and people, - the student will demonstrate his ability - to detect differences in needs between people and other things - by listing at least one need of people that goes beyond the needs of plants and animals.	5. Among living things, only people have all three basic needs of food, clothing, and shelter.
6. - The student will demonstrate his ability - to recognize similarities in the basic needs of all people - by selecting or identifying from a group of pictures, one example of each of the three basic needs of people.	

INSTRUCTIONAL STRATEGIES

D. (Strategy for Objective 5)

We are looking for the basic needs of people -- food, clothing, and shelter. Suggested questions:

What do people need to live?
Do they need food? Do plants? Do animals?
Do they need clothing? Do plants? Do animals?
The students may answer that animals do have a type of clothing (fur bearing animals).
Do animals have several kinds of clothing?
Do they need shelter? Do plants need shelter?
Do animals need shelter? How is it provided?
Do people need different types of shelter than animals?

E. (Strategy for Objective 6)

The group of pictures to be used would include pictures of various people from which the students will abstract information about the need for food, clothing, and shelter. Pictures of people from various locations and age groups will enable the student to recognize the similarities of needs of people.

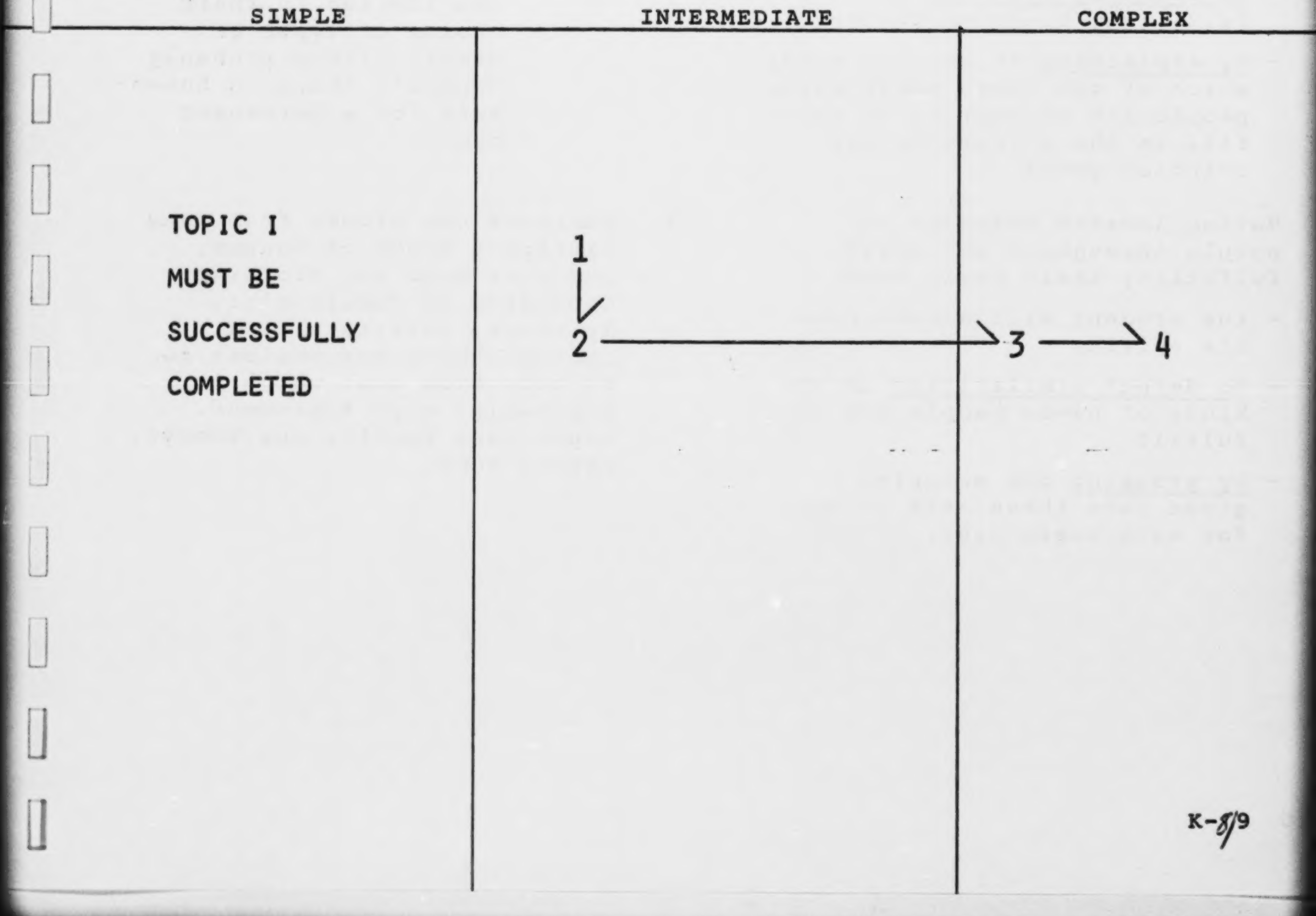
OVERVIEW: TOPIC II

In Topic I, the students identified the basic needs of people. This topic deals with the generalization that all people, regardless of age or location, have similar basic needs.

By abstracting information from pictures of people in various situations, the students will identify examples of people fulfilling their needs, and detect similarities in the needs of people throughout the world.

Again, as in Topic I, the skills should be slowly and deliberately developed, so that students have sufficient opportunity to identify and to categorize examples they will need to reach an accurate conclusion at the end of the topic.

OBJECTIVE FLOW CHART



OBJECTIVES	CONTENT
1. Given the ability to recall that people have three basic needs -- food, clothing, and shelter, - the student will demonstrate his ability - to detect the similarities of needs of people of all ages - by giving an example in his own words about some baby, child, and adult he knows that has these basic needs.	1. All people need food, clothing, and shelter.
2. Given the ability to recall that people have these basic needs -- food, clothing, and shelter and given descriptions and/or pictures of people living in different parts of the world, - the student will demonstrate his ability - to identify examples of people fulfilling their basic needs - by explaining in his own words which of the three basic needs people are attempting to fulfill in the picture or description given.	2. Families have a limited choice in deciding the types of food, clothing, and shelter that will best satisfy their needs. i.e. - These choices are affected by a family's size, location, interests, income. Families in northeast America are limited in their choice of types of homes. (They probably wouldn't choose a houseboat for a permanent home.)
3. Having located examples of people throughout the world fulfilling their basic needs, - the student will demonstrate his ability - to detect similarities in the kinds of needs people try to fulfill - by grouping the examples given into three sets -- one for each basic need.	3. Families can choose from many different kinds of houses, types of food and clothing. Depending on family size, location, interests, and income, there are choices to be made from that which is available; e.g. apartment, house (one family, one story), mobile home.

INSTRUCTIONAL STRATEGIES

A. (Strategy for Objective 1)

You may wish to begin by asking the students to name some of the basic needs that people have. Choose several children who have baby sisters or brothers at home. Have them state in their own words a baby's needs. Have several children tell about one need of their own, and another group of children could tell about a need of an adult in their families. A group discussion could follow. Suggested questions: (about the different age groups)

How are they alike?
How are they different?
Do they have the same needs?

B. (Strategy for Objectives 2 and 3)

Using pictures of people of various ages and locations, the students will look for how the basic needs are being fulfilled. These pictures might include a person planting or working in a garden, shopping in a grocery store, a mother sewing, buying clothes in a store, building a brick house, a mobile home. Any description would be acceptable if the student clearly explains which of the basic needs are being fulfilled. The students should then be given the labels, "food," "clothing," and "shelter," and they would regroup the pictures into the proper sets.

OBJECTIVES

CONTENT

4. Given statements of varying degrees of accuracy about people's basic needs, three each for food, for clothing, and for shelter,

   - the student will demonstrate his ability
   - to recognize an accurate conclusion
   - by selecting the most accurate statement in each of the three groups and cite evidence to support his position.

INSTRUCTIONAL STRATEGIES

C. (Strategy for Objective 4)

Suggested statements that could be used about people's basic needs:

Clothing

1. Only people that live where it is cold need clothing.
2. All people need clothing.
3. Only some people need clothing.

Food

1. Everyone needs food in order to live.
2. People grow their own food when they need it.
3. No one needs food.

Shelter

1. Most people have some kind of shelter.
2. All people need shelter of some kind.
3. People only build shelters to live in because it is fun.

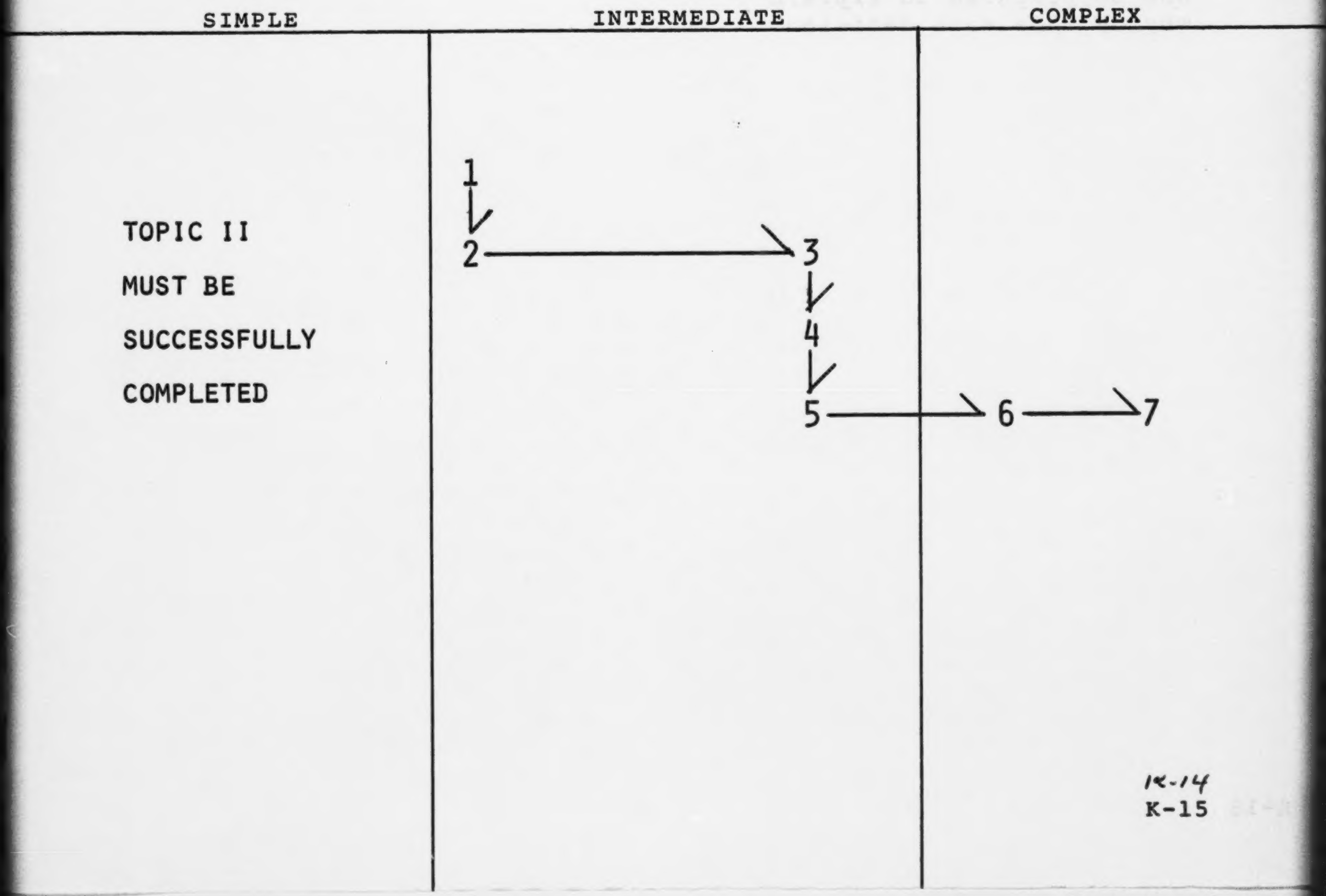
Students should justify their answers.

OVERVIEW: TOPIC III

Building on the generalization that all people have basic needs which must be fulfilled for survival, this topic deals with the discrimination between needs and unlimited wants that are always present. The need for wise choice-making by people, is introduced along with the factors that influence choice-making.

The students continue to build on past experiences, as they distinguish between needs and wants. The skill of ranking according to importance is introduced. Given the factors which influence choice-making, the students have the opportunity to predict outcomes by explaining cause and effect relationships.

OBJECTIVE FLOW CHART



OBJECTIVES	CONTENT
1. Having identified basic needs of people, - the student will demonstrate his ability - to distinguish between needs and wants - by presenting at least four examples of items people use that are not considered basic needs.	1. a. The basic needs of people are food, clothing, and shelter. b. Wants are those things people would like to have but are not basic to survival.
2. Given a list of items that includes at least five needs and five wants, - the student will demonstrate his ability - to create and label proper sets - by placing the items given into groups -- one titled "needs" and one titled "wants" and be prepared to explain why he made each decision.	

INSTRUCTIONAL STRATEGIES

A. (Strategy for Objective 1)

The students might discuss some of the things that a family has or buys. The teacher could make a list of the items. Discuss which are needs and which are wants.

B. (Strategy for Objective 2)

Use cut-out pictures from catalogs and magazines or readiness picture cards of such items as:

bicycles, dolls, dresses, shoes, milk, bread, tents, toy cars and trucks, ice cream, cake, meat, jackets, shirts, houses, trailers, games, and books.

The student will sort the pictures and categorize them. The teacher will furnish the labels -- "needs" and "wants." As the student makes a decision, he must be able to explain why he placed an item in a particular category.

OBJECTIVES	CONTENT
3. - The student will demonstrate his ability - to verbalize conditions as they are - by giving examples of at least five items he wants beyond his basic needs.	3. Needs have to be fulfilled before wants.
4. Having identified at least five wants, - the student will demonstrate his ability - to express the value he assigns to something - by ranking the wants he has selected in order, from most important to least important, and be prepared to explain why he ranked the items in that order.	4. a. Because people cannot have all of the things they want, there is a need for wise choice-making. b. Making a choice results in fulfilling one want while, at the same time, forces us to go without something else at the present time.
5. Given a choice-making activity, - the student will demonstrate his ability - to identify a cause and effect relationship - by ranking the items he has selected in order from most important to least important, and being prepared to explain what factors caused him to establish this ranking order.	

INSTRUCTIONAL STRATEGIES

C. (Strategy for Objectives 3-5)

The students should draw five "dream clouds" showing items they would like to receive. Cut out these "dream clouds" for a bulletin board, which shows that there are many such "clouds" floating out of the reach of the children.

The same "dream clouds" could be used for the child to place in order of what he feels is most important to him. He should be able to explain why he has ranked the items in the order he placed them. For example he may want:

bicycle
truck
new shirt
go to movies
a trip to Disneyland

He might rank them in importance:

a trip to Disneyland
bicycle
truck
movies
new shirt

His answers might be:

I could do a lot of things at Disneyland.
I could have fun with a bicycle. It would last a long time.
Sometimes I would play with the truck.
I would like to see the movie, but it would be for only one afternoon.
A new shirt is nice, but I have some.

When ranking the items, in order from "most important" to "least important," his ranking and answers might be: movie, truck, bicycle, new shirt, a trip to Disneyland.

The movie I want to see is at the theater now and it doesn't cost as much as a bicycle.
A truck doesn't cost very much.
A bicycle will last a long time.
I have some shirts and if I need more, my mother will buy them.
It costs a lot to go to Disneyland and my family is not going there on our vacation.

OBJECTIVES	CONTENT
6. Given a choice-making activity with which an older member of the family is faced, - the student will demonstrate his ability - to predict - by telling which choice he thinks that person will make, and supporting his conclusion with defensible reasons.	6. Not all people make the same choices. a. Choice depends upon the resources. b. Choice depends on size and income of family. c. Choice also depends on individual interests and goals.
7. Given the factors that influence choice-making decisions of a person described in a case study, - the student will demonstrate his ability - to predict kinds of wants that result from the factors given - by explaining in his own words, the choice he feels the person will make, and be able to justify his conclusion with factors from the description.	

INSTRUCTIONAL STRATEGIES

D. (Strategy for Objective 6)

Billy's older brother, Tom, wants a helmet to wear when he rides on his motor scooter, and a camera. Tom rides his motor scooter to his summer job. What do you think Tom will buy?

Daddy usually paints the house. This year, he said, he would like to hire someone else to do it. Daddy has also been looking at tents and camping equipment. What do you think Daddy will spend money for?

Mother would like a new rug for the living room. Yesterday, when she was shopping, she saw some curtains that she would like to have for the living room. Will mother buy the rug or the curtains?

E. (Strategy for Objective 7)

Susan lives with her two sisters and brother in a mobile home. Susan's daddy works for a construction company that builds roads. The family often has to move because of the father's work. Susan's mother is a nurse. She works at the hospital. Susan would like to have a puppy. All of the children in the family have a bicycle, except Susan. Suggested questions:

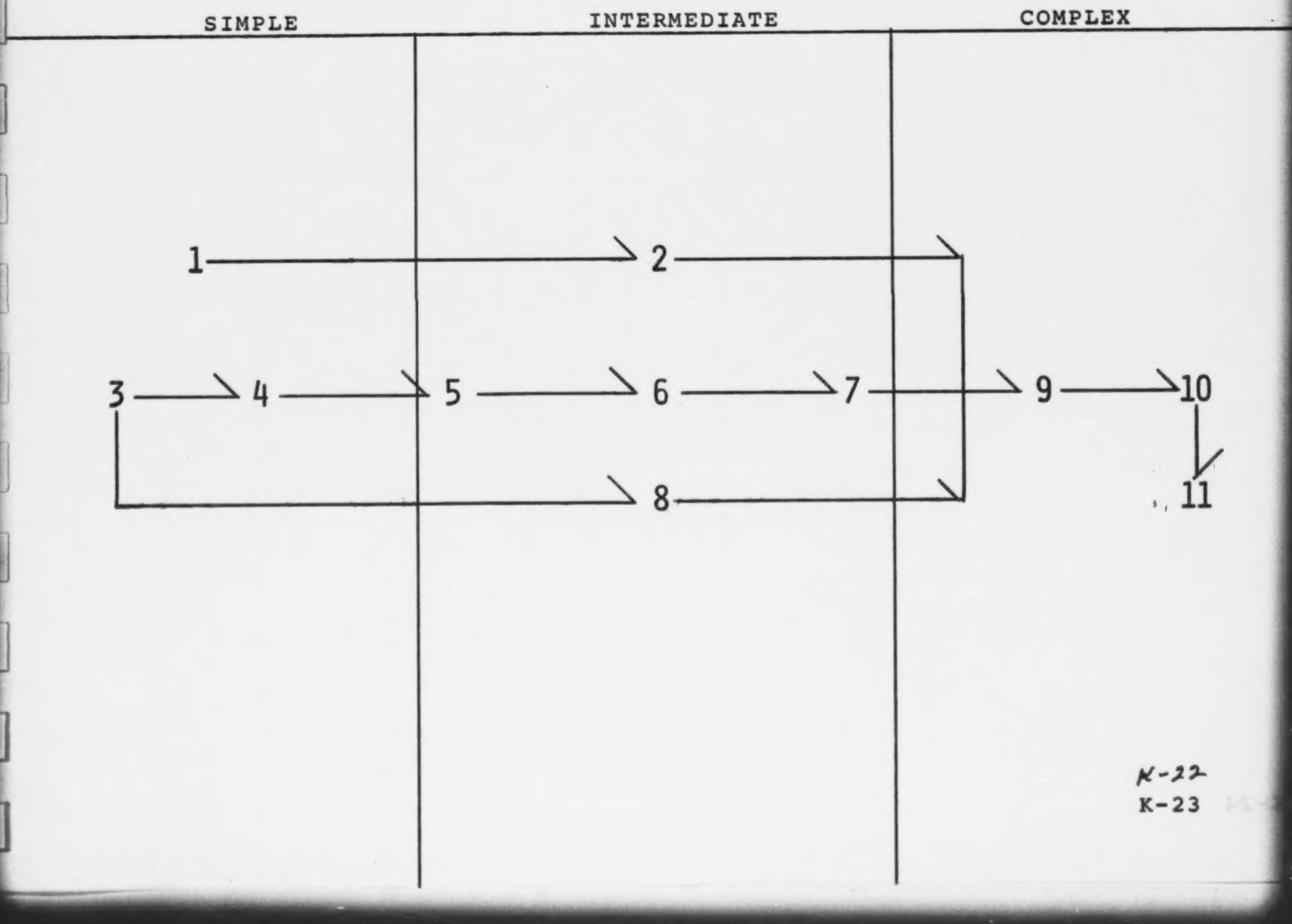
Do you think Susan will get the puppy?
If she does, what else might she need? (Dog house, leash, collar, dog dish, food for the dog)
Susan's mother and father both work. Who will help take care of the puppy while Susan is at school?
What might happen if Susan's family moves soon? The new mobile home park may not allow families with pets.
Will the puppy have a play area in the mobile home? Or mobile home park?
Why might Susan get a bicycle?

OVERVIEW: TOPIC IV

This topic deals with the generalization that families are the basic unit for securing the needs and wants of people. In securing their needs and wants, the children are asked to identify goods and services, and where they are produced -- within or outside the home. Division of labor, specialization, and interdependence are introduced by relating these concepts to the child's immediate surroundings. Very basic concepts of income and savings are developed.

Students spend much time during this topic, giving examples of, and explaining in their own words, the responsibilities and roles of family members. This topic also provides an opportunity for reinforcement of skills developed during the earlier topics.

OBJECTIVE FLOW CHART



OBJECTIVES	CONTENT
1. - The student will demonstrate his ability - to recall needs and wants of his family - by giving examples of six needs or wants his family has attempted to fulfill recently.	1. Families secure needs for their members.
2. Given descriptions of families with varying sizes, interests, or locations, - the student will demonstrate his ability - to identify factors involved in causing events - by giving examples of specific needs and wants, families would try to fulfill when presented with descriptions of families of different sizes, or in different places given the same income.	2. How families decide to use their time and money, helps to determine the needs and wants they will fulfill.

INSTRUCTIONAL STRATEGIES

A. (Strategy for Objective 1)

Ask the students to briefly review some of their families' needs and wants that they have identified. Students should then tell some of the immediate needs and wants their families have fulfilled, recently, by purchasing or making.

B. (Strategy for Objective 2)

Have the students cut out pictures from magazines or catalogs to represent members of their families. Give each child a piece of paper cut in the shape of a house. Have the students paste their cut-outs on the house. Compare family sizes. Note that not all families need the same size house.

Cut out from magazines or catalogs various kinds of clothing. These could be sorted into groups of summer and winter clothing. Have the children paste the pictures on larger paper to be used on the bulletin board.

Have the children make illustrations of activities their families do together. Compare the pictures. Pictures might include families watching television, camping, picnicking, or going for a ride in the car. Suggested questions:

Do all of the pictures show families doing the same thing?
Do the families need things to do some of the activities?
Do all of the families need the same things?
Do families have to buy some of the things they are using?
Do family members make some of the things they need?
Do family members help each other while doing these things?

OBJECTIVES	CONTENT
3. Given a list of goods and services produced both within and outside the home, - the student will demonstrate his ability - to distinguish between items - by separating into sets those items produced outside the home.	3. The work of family members helps each of the other family members. a. Some of the goods and services that families need and want are produced at home by family members. b. There is usually an income for the family provided by a family member that works. c. The income is usually used to obtain goods and services obtained outside the home.
4. Given a list of items produced within the home, - the student will demonstrate his ability - to identify conditions that exist - by telling in his own words who, in his home, is responsible for each item.	

INSTRUCTIONAL STRATEGIES

C. (Strategy for Objectives 3 and 4)

Have the students spend a short time discussing some of the things that a family uses. The list may include: a pair of shoes, a wagon, hot dog rolls, a bike, a haircut, baking cookies, and a snowsuit. Have the students separate the items into groups of items produced at home and items produced outside the home. Some items may be in both sets; e.g. a haircut.

Using the list of items produced within the home, the students could illustrate the activity including the person in his family that is responsible for the task.

OBJECTIVES

5. Given a family job or goal to be accomplished,
   - the student will demonstrate his ability
   - to recognize relationships between family jobs or responsibilities and individual family members
   - by illustrating or explaining the tasks involved, and which family member will be responsible for it.

6. Having listed the members of his family,
   - the student will demonstrate his ability
   - to recognize the interdependence of family members
   - by listing at least two items he and each member of his family receives as a result of some other family member's efforts.

7. Given a list of responsibilities of various family members,
   - the student will demonstrate his ability
   - to recognize the interdependence of family members
   - by predicting how a family would be affected if members did not complete their share of family responsibilities.

CONTENT

5. In American life, certain tasks are not strictly assigned to certain members of a family.
   a. Needs and wants are fulfilled by various members of the family in various ways and are usually divided among the family members.
   b. Work of a family is often divided among the family members.
   c. Members of a family often specialize and divide the labor, in order to fulfill needs and wants.

INSTRUCTIONAL STRATEGIES

D. (Strategy for Objectives 5-7)

Using pictures showing family activities which include members doing various tasks, the children will discuss the activities that are taking place. The discussion should encourage the students to verbalize about the various tasks for which their family members are responsible.

Care should be used, here, in not assigning the tasks to a particular family member. Rather, the emphasis should be placed on the idea that someone is responsible for the job. (See Content #5)

Through role play, the children could show how families are interdependent. Suggested situations:

What would happen if -- we were going on a picnic and mother did not have the food ready?
What would happen if -- the children did not pick up their toys?

Using a family situation (camping trip), the child could make pictures, or explain how the work would be divided in his family. Using a family situation (getting ready for school in the morning), the child could be asked to identify the necessary jobs, and how they are done in his family; e.g. getting breakfast.

Using the same situations, the students should make predictions of what might happen if members of a family did not complete their share of family responsibilities.

OBJECTIVES	CONTENT
8. - The student will demonstrate his ability - to recognize the relationship between goods and services obtained outside the home - by giving examples of at least five items the family obtains with its income.	8. a. Income is money people earn by producing goods or services for members of other families. b. Some members of the family work outside the home to earn the income. (Wages-Salary) c. Families must have a source of income, so that they will have money to buy the things they need and want. d. A change in family income will affect the fulfillment of the family's needs and wants.
9. - The student will demonstrate his ability - to recognize the relationship between goods and services and family income - by predicting in his own words what would happen if the family income were changed or eliminated.	
10. - The student will demonstrate his ability - to recognize the relationship between goods and services that families may choose, and family income - by stating in his own words, how changes in family income would affect the choices families have, in fulfilling their needs and wants.	
11. - The student will demonstrate his ability - to recognize the relationship between savings and family's ability to fulfill their needs and wants - by stating in his own words how money saved, affects the purchase of needs and wants, both now and in the future.	11. a. The income a family gets may be used in many ways. It can be used to fulfill present needs or wants, or it can be saved for future needs and wants. b. "Savings" is putting off consumption until a future time. c. By saving money, it cannot be used to obtain goods and services at the present time.

INSTRUCTIONAL STRATEGIES

E. (Strategy for Objectives 8-10)

Using the set of items identified in Strategy C (goods and services obtained outside the home), the students could make illustrations or cut out pictures of items their families purchase. Construct a bulletin board, using the pictures the students have made or cut out, that will show what income is used for -- basic needs and wants.

Add to, or remove, items that would be affected if there was a change in the family income. Suggested questions:

What would happen if the family had less money?
Could they get all of the things they want?
What might they not get?
What would happen if they had more money?
What might be added to the pictures?
What would a family need to do, if they wanted something that they didn't have enough money to buy?

F. (Strategy for Objective 11)

Have students discuss how families plan to buy something for which they don't have enough money. The idea that some families save part of their income is the important concept.

> Individuality is the salt of common life. You may have to live in a crowd, but you do not have to live like it, nor subsist on its food.
>
> —Henry van Dyke

GENERAL OVERVIEW: GRADE 1

The family is the focal point of the following topics. Both historically and in contemporary life, the family has been designated as the basic unit of our society. Through the investigation of both time periods, the students will be introduced to the economic concepts of producers, consumers, goods, services, choice-making, income, and interdependence.

Topic I deals with family life of long ago. In order for students to be aware of changes that have occurred, they must have a knowledge of how things were during another time period. Topic II explores family life today. The students explore their own family life to develop the economic concepts of producers, consumers, interdependence, and the need for an income.

The role of the family in the neighborhood is the focal point of Topic III. Because everyone is a consumer, the students explore the need for producers. A neighborhood consists of various families, with needs which they cannot fulfill by themselves. The topic of tax-supported services is touched upon, so that the production of all goods and services in the neighborhood can be included.

Each individual topic of this guide begins with two elements the teacher should explore carefully. First, is a specific overview of the topic that follows. In these introductions the authors have focused on the specific content and skills around which class planning should evolve. The second element is a flow chart of objectives for the topic that follows. A detailed description of the purpose and use of these charts can be found in the introductory pages of this guide. If you have not already read that description, please refer to it before you begin implementing any topics at this grade level.

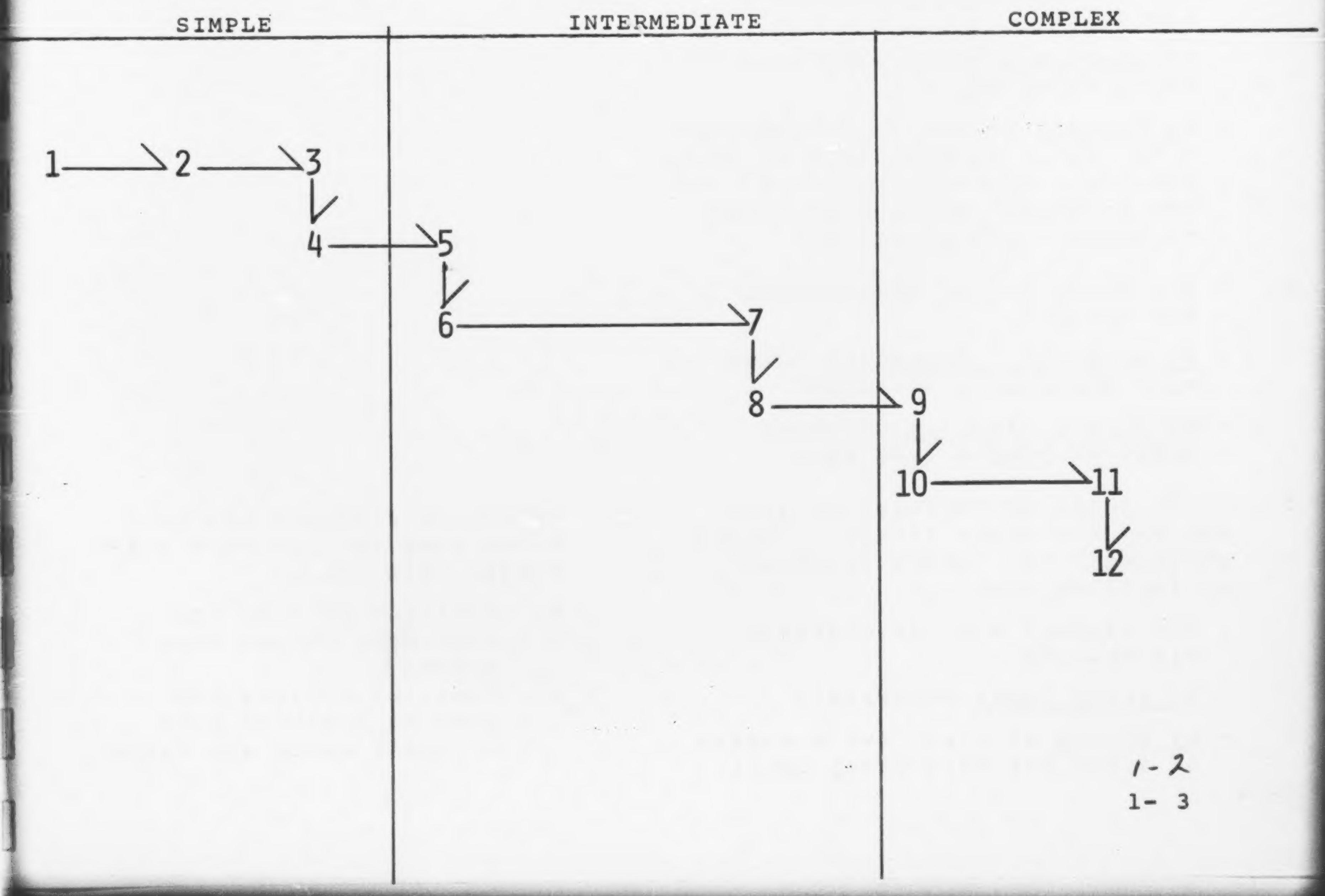
OVERVIEW: TOPIC I

This topic deals with family life of long ago. By investigating family life in a different time period, the students discover that, in many ways, life has been much the same. The drive to fulfill needs has always been basic to man's existence. Elements of the society have affected the ways in which needs and wants are satisfied, and have brought about changes over the years.

No particular time period is assigned to the term "long ago." The family life investigated should be of any period that has definite characteristics which were different than those of today.

The major skills developed in this topic consist of observing materials and pictures to identify conditions that exist, making comparisons of life long ago and today, and formulating generalizations pertaining to cause and effect relationships. Many of the strategies in this topic are designed so that the students are directly involved. Manipulation of materials is basic to developing understandings. To repeat a sometimes overused phrase, "children learn by doing."

OBJECTIVE FLOW CHART



OBJECTIVES	CONTENT
1. Given a series of pictures of family life of long ago, - the student will demonstrate his ability - to observe for conditions that existed - by stating items they see in the pictures they view.	1. Family life of long ago was different in many ways than family life today.
2. Having identified items they have observed in pictures of family life of long ago, - the student will demonstrate his ability - to make comparisons - by stating which items that he has observed are similar to and which are different from family life today.	
3. Having identified how family life in the pictures is similar and different from family life today, - the student will demonstrate his ability - to speculate about when something occurred - by telling in his own words when life, as it is portrayed in these pictures, probably occurred, and use evidence from the pictures to support his position.	
4. - The student will demonstrate his ability - to abstract information based upon observable evidence - by giving examples of three needs of people long ago.	
5. Given needs of families of long ago and two group labels: "needs purchased" and "needs produced" by families long ago, - the student will demonstrate his ability - to group items accurately - by giving at least two examples of items for each group label.	5. Obtaining products and services long ago was more difficult than today. a. Families of long ago made many things they needed. b. Families of long ago grew or produced most of their needs and wants.

INSTRUCTIONAL STRATEGIES

A. (Strategy for Objectives 1-3)

Have various pictures of life long ago.* After the students have viewed the pictures, ask questions about the conditions that existed. Suggested questions:

Is this a picture of someone you know?
What is different in the picture?
Are the clothes the same as yours?
Does the house look like houses you have seen?
Are the roads the same as our roads?
Do you see any cars?
Do you see any telephone poles or wires?
Do you see any airplanes?
Are there any things in the pictures that are the same as what we have today?
Are the people in the pictures doing some of the same things that we do today?

Discuss with the students, when life in the pictures probably occurred. An acceptable answer would be -- long ago.

B. (Strategy for Objectives 4 and 5)

Using a collection of pictures of long ago, the students will list family needs. Have the students identify the needs shown in the pictures. List the needs the students identify on chart paper. Ask questions such as:

What does "raise food" mean? (The families grew plants or took care of animals which they used for food.)
Where would the family get food if they didn't raise it themselves? (buy it, or hunt animals)
Did families of long ago buy many things?

On the blackboard, write two labels:

Needs Purchased	Needs Produced By the Family
salt, sugar, shoes	food, clothing, candles

Items listed might include: (see rows above)

Suggested source:
*Currier & Ives prints from calendars.

OBJECTIVES	CONTENT
6. Given sets of pictures that show members of families long ago producing their needs, - the student will demonstrate his ability - to group and label pictures with similarities and regroup under new labels when directed to do so - by categorizing at least two pictures under each of the following labels: father's work producing food mother's work producing clothing children's work producing shelter	6. Families of long ago were interdependent among themselves. a. Families of long ago had to work together to fulfill their needs and wants. b. Families of long ago worked hard. c. Everyone had work to do.
7. Given the examples of products produced at home by families of long ago, - the student will demonstrate his ability - to formulate generalizations - by stating in his own words the importance of the part played by each family member in fulfilling the needs of the family of long ago.	7. Each family member played an important part in the fulfillment of the needs and wants of the whole family.
8. Given a series of actions (tasks) performed by members of families long ago, - the student will demonstrate his ability - to explain cause and effect relationships - by telling in his own words what effect some action by an individual member would have on the whole family.	8. The work of each family member helped each of the other members.

INSTRUCTIONAL STRATEGIES

C. (Strategy for Objectives 6-8)

Arrange a group of pictures showing family life of long ago on a bulletin board.* Ask the students to look for various examples of the families fulfilling their needs. Place labels on the bulletin board: father working -- mother working -- children working. Have the students regroup the pictures under the labels. Use another set of labels, producing food -- producing clothing -- producing shelter, and ask students to regroup the pictures under the new labels.

Using the list of items produced by the family of long ago, which was identified in Strategy B, and the information gathered previously in this strategy, ask questions such as these:

Did the children of long ago work?
What were some of the things they did?
Did their work help other members of the family?

Use the same type of questions in identifying the roles of other family members. Discuss the kind of work for which each family member was responsible. List these on chart paper under the proper label: children's work, mother's work, father's work. Ask questions such as these?

What would probably happen if --

the boy didn't carry the water to the house?
the boy didn't help in the garden?
the girl didn't help with the younger children?

What might happen to the family if --

father had not built a home?
father could not protect the family from wild animals?
mother did not make or take care of their clothes?
mother did not cook the food?

---

*Suggested source: Colonial America $3.95 - Pioneer Days $2.95 (picture packets). Fideler Visual Teaching, 31 Ottawa N.W., Grand Rapids, Michigan 49502.

OBJECTIVES	CONTENT
9. Given examples of how needs were fulfilled by families of long ago, - the student will demonstrate his ability - to formulate informally worded generalizations - by stating in his own words the amount of time and work involved in producing items the family needed.	9. Tasks of long ago required many more man hours than today.
10. Having stated generalizations about the amount of time and work involved in fulfilling needs of families long ago, - the student will demonstrate his ability - to draw comparisons - by stating in his own words how much time and work is involved in fulfilling the same needs of families today, compared with families of long ago.	

INSTRUCTIONAL STRATEGIES

D. (Strategy for Objectives 9 and 10)

Discuss the kinds of work that were done by families of long ago (carrying water, cutting trees, carrying wood for a fire, working in a garden, washing clothes, making butter, making candles).

Using pictures of these activities, have individual students discuss each person in the picture, telling what he is doing, and why it is necessary work. Ask questions such as these:

What did they do with the things they made?
Why did they make these things?
Why didn't they buy these things?
Why did the children have to work?
Was the work easy?
Why were these things important to the family of long ago?

Develop the idea that it took a long time to chop the wood, and a lot of wood was needed to cook the food and keep the family warm.

Make a product such as butter, maple syrup, or candles. After completion, acceptable statements for Objective 9 would be:

It took a long time.
The work was hard.

Turn the questioning to a discussion of items in the student's environment:

Where does your family get butter?
Who takes care of your younger brothers and sisters?
Do you need a garden?
Where does your family get fuel for heating your home?

Acceptable statements for Objective 10 would be:

It doesn't take as long today to get our fuel.
People of long ago had to make candles.
We buy candles at the store.
We use light bulbs instead of candles.

OBJECTIVES	CONTENT
11. Given two group labels: "needs purchased by families long ago" and "needs purchased by families today," - the student will demonstrate his ability - to group items accurately - by stating at least two examples of items that properly belong under each heading.	11. Families of long ago did not purchase as many of their needs as families of today.
12. Given the lists of needs purchased by families long ago and families today, - the student will demonstrate his ability - to formulate generalizations - by making a statement that accurately describes the quantity of needs purchased by families long ago and families today.	

INSTRUCTIONAL STRATEGIES

E. (Strategy for Objectives 11 and 12)

Label two sheets of chart paper, one with "needs purchased by families long ago" and one with "needs purchased by families today." Ask the students to make statements for each list. Add to the lists as students respond.

Compare the lists, drawing attention to the length of each list. Ask the students to make statements about the lists. Acceptable statements would be:

> Families of long ago didn't buy very much.
> Families of today buy a lot.

Compare the lists and make generalizations about the lists. An acceptable generalization would be:

> People of long ago did not purchase as many of their needs as families of today.

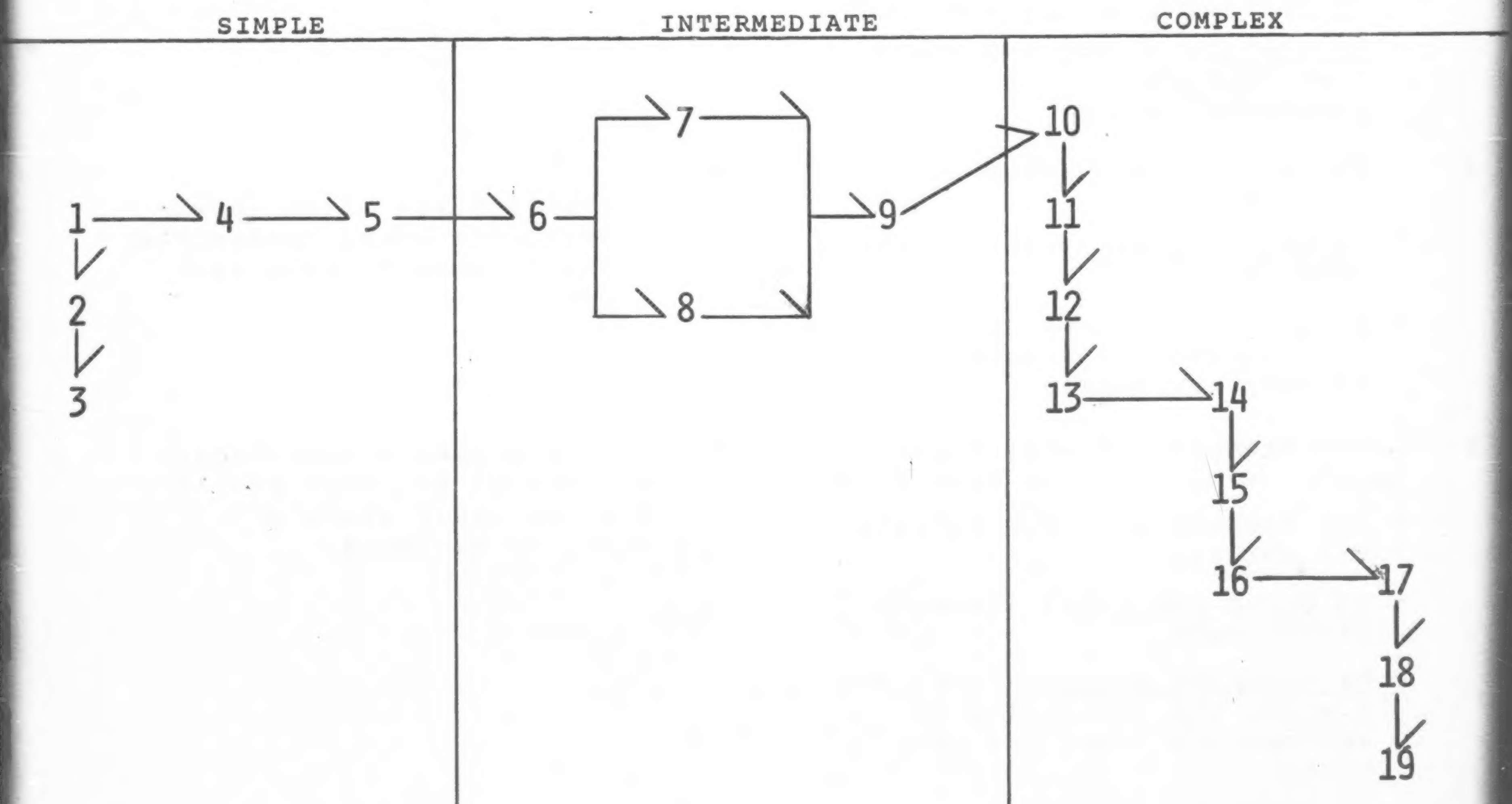
OVERVIEW: TOPIC II

Family life of today is emphasized in this topic. Many first grade curricula recommend studying life on farms today. The authors of this program have designed this topic to explore all types of family life today -- not just the five percent that live on farms.

Throughout the topic the student deals with that which is familiar -- his own family. Family structure, interdependence within the family, and the factors which influence the fulfillment of family needs and wants are investigated. The students identify the need for, and the uses of, an income.

The skills developed include recognizing similarities and differences, grouping and labeling items, regrouping previously grouped items, and stating cause and effect relationships. Introduced in this topic is the skill of recognizing the relationship between factors. This is accomplished by exploring the circular flow of money, goods, and services in the neighborhood.

OBJECTIVE FLOW CHART



OBJECTIVES	CONTENT
1. - The student will demonstrate his ability - to state conditions that exist - by listing or illustrating the members of his family and indicating which member he is.	1. Family - the people who live together in a home.
2. Given a series of examples of families of various sizes, ages, etc., - the student will demonstrate his ability - to recognize similarities in family membership - by stating in his own words members that are common to all families examined.	2. Most people live in family groups.
3. Given a series of examples of families of various sizes, ages, etc., - the student will demonstrate his ability - to formulate generalizations - by telling in his own words what members make up an immediate family.	
4. - The student will demonstrate his ability - to give examples of conditions that exist - by stating at least one example of something each member does to help the family.	4. a. Families are often interdependent among themselves. b. Family members help each other.
5. Given examples of what various family members do for each other, - the student will demonstrate his ability - to group and label items in proper sets - by grouping examples that are similar and indicating an appropriate label for each group.	5. When a person specializes, he depends on other people for the other goods and services he needs.

INSTRUCTIONAL STRATEGIES

A. (Strategy for Objectives 1-3)

On a large sheet of paper, ask the student to draw his family, and to indicate which member he is. Compare and discuss the pictures with the group.

Suggested questions:

What is a family?
Are you part of a family?
What part of the family are you?
Do all families have the same members?

Have the students make family booklets, with one family member on each page. Label the pages - father, mother, brother, sister - with whatever labels are necessary. Use pictures of various families and have the students identify family members.

B. (Strategy for Objectives 4-6)

Use pictures of families involved in various family projects, or ask the student to recall some activities of members of his family.

Suggested questions:

Do family members help each other?
What kinds of things do family members do for each other?
Why do family members help each other?

Have children cut out pictures (in magazines) of family members helping each other. The pictures would be grouped under the appropriate label:

Things that mothers do.
Things that fathers do.
Things that children do.

Have the children regroup and relabel:

Things produced in the home.
Things purchased outside the home.

OBJECTIVES	CONTENT
6. Given examples of things family members do for each other that have been grouped by similarities and labeled, - the student will demonstrate his ability - to relabel previously grouped items into new sets when directed to do so - by regrouping each example under new labels of "family needs" and "family wants."	
7. Given lists of needs that students have identified for a family, - the student will demonstrate his ability - to state conditions that exist - by explaining in his own words how each need of the family is fulfilled.	**7. Families have many needs and wants to fulfill.**
8. Given a list of wants that students have identified for a family, - the student will demonstrate his ability - to state conditions that exist - by explaining in his own words how at least two wants of the family are fulfilled.	
9. - The student will demonstrate his ability - to describe differences - by stating in his own words how needs and wants differ.	**9. Unlimited wants are all those things that people would like to have but are not basic to survival.**
10. Having identified differences between needs and wants, - the student will demonstrate his ability - to formulate generalizations - by stating in his own words the definition of the word "wants," as it pertains to a family.	

INSTRUCTIONAL STRATEGIES

B. (Cont.) As the children regroup the pictures, ask for statements which would be put on an experience chart. The statements would list the type of job under the appropriate label. Continue to regroup the items, using the new labels: "needs" and "wants."

C. (Strategy for Objectives 7-10)

Using the list of needs from Strategy B, ask the student to make statements explaining how this need is fulfilled in his family.

Acceptable answers might be:

My mother buys the food.
My father built (or is buying) our house.
My mother bakes.
My mother sews.

Using the list of wants identified in Strategy B, ask the student to make statements explaining how some of the wants of his family are fulfilled.

Students should be able to make general statements about the differences in needs and wants. Ask the student to give examples of a want pertaining to his family. (See Content 9.)

OBJECTIVES	CONTENT
11. - The student will demonstrate his ability - to recognize cause and effect relationships - by listing examples of things which affect the family's ability to fulfill its wants.	11. After people have fulfilled their basic needs, they can begin to fulfill their wants.
12. Having identified factors which affect a family's ability to fulfill its wants, - the student will demonstrate his ability - to state cause and effect relationships - by explaining in his own words how limitation on a family's ability to fulfill its wants, requires that family to make choices.	12. a. Because people can not have all of the things they want, there is a need for wise choice-making. b. Different families choose to spend their money differently. c. Making a choice results in fulfilling one want; at the same time, it forces us to do without something else at the present time.

INSTRUCTIONAL STRATEGIES

D. (Strategy for Objectives 11 and 12)

Suggested questions:

Does a family have to decide what to buy?
Can family members buy all of the things they want?
Why not?
How does a family choose what to buy?

Play - "I Am Thinking" game with the students.

I am thinking of a girl out in a rainstorm. What would she need - a doll, a raincoat, a candy bar?
I am thinking of a father going to work. What would he need - a television set, a pair of boots, a ride to work?
I am thinking of a boy with a toothache. What would he need - a ball, a visit to the dentist, a new shirt?
I am thinking of a mother with a washing machine that doesn't work. What would she need - someone to fix the washing machine, a new dress, a piece of cake?

After playing the game - suggested questions:

Does everyone need the same thing?
Does everyone want the same thing?

Ask the students to make illustrations of two things they would like to have. Display the pictures.

Ask the students:

Do we all want the same things?
Do you always want the same thing?

Discuss how wants change - during different seasons of the year, with family size, and with a change in family income. Acceptable statements for Objective 12:

If we had more money, we could buy a camping trailer.
There are four children in our family, so we need toys we can share.
We like to watch baseball on TV, and my brother wants a new ball and bat.
We live where there is snow in the winter, so we choose things like sleds and skis and ice skates.

OBJECTIVES	CONTENT
13. - The student will demonstrate his ability - to state conditions that exist - by telling in his own words where his family's income originates and who earns it.	13. There is usually a family member that works and earns an income.
14. - The student will demonstrate his ability - to recognize cause and effect relationships - by giving examples of at least three needs and at least five wants his family purchases with its income.	14. Families secure needs for their members.
15. - The student will demonstrate his ability - to speculate about other families, based on evidence in his own family - by stating why all families need incomes, and give examples to support his conclusion.	15. Families need money to buy goods and services.
16. - The student will demonstrate his ability - to state cause and effect relationships - by telling in his own words how families will be affected when their income changes.	

INSTRUCTIONAL STRATEGIES

E. (Strategy for Objective 13)

Give each student a sheet of drawing paper. Ask him to make a picture of the person in his family who works and earns money. After the illustrations are completed, have each student name the occupation, as his picture is shown to the group. On chart paper list the various occupations the students have illustrated.

Suggested questions:

How does your family get an income?
Do most families have someone who works and earns money?
Is it the same person in every family?
Does everyone do the same kind of work?
In what ways do people earn money?

F. (Strategy for Objectives 14-16)

Conduct a class discussion, helping the students to recall needs and wants of their families. Make two lists on the blackboard - needs and wants. As children name various items, have them state in which list it should be placed.

Recalling the information gathered in Objective E (most families have a member that works and earns money), ask the following question: Why does a family need money?

Have the children make pictures or cut out pictures from magazines to show what goods and services families buy with their incomes.

Suggested questions:

What is a family income used for?
Why does the person that earns the money share what he or she makes with other members of the family?
What would happen if a family had more money?
What would happen if a family had less money?

Using the bulletin board, have the student: choose items he would remove if the family had less money; choose other items he would add if the family had more money. Have the student make a summary statement that describes how a change in family income would effect the family's ability to obtain goods and services.

	OBJECTIVES	CONTENT
17.	- The student will demonstrate his ability - to state a cause and effect relationship - by telling in his own words why his and other families receive an income.	a. People generally work outside the home to earn money to buy the things they need and want. b. People that provide goods or services are called producers. c. People that use goods or services are called consumers.
18.	- The student will demonstrate his ability - to recognize a relationship between factors - by describing in his own words the circular flow of income between producer and consumer.	There is an exchange of money between families and businesses for goods and services, which creates a circular flow of money and goods and services in the neighborhood.
19.	- The student will demonstrate his ability - to generalize about families - by stating a series of generalizations dealing with similarities and differences of family structure, needs and wants, consumption, production, and income.	

INSTRUCTIONAL STRATEGIES

G. (Strategy for Objectives 17 and 18)

Use the illustrations the students made of the family member that works and receives an income.

Suggested questions:

Does someone in your family work and earn money?
What does that person do to receive a pay check?

Introduce the words producer and consumer. (See Content 17 b and c)

Does the working member of your family do something for someone?
Does he receive money for the work he does?
What does he do with the money he receives?

Construct a small mural showing the circular flow of income between producers and consumers.

H. (Strategy for Objective 19)

This is a culminating activity, tying together all of the concepts explored. It is also to be used as an evaluation of the student's ability to generalize.

Construct a class family with members of the class representing different family members.

Suggested situations:

A family deciding how to spend vacation time.
A family organizing a grocery list with a visit to the grocery store (within the classroom)
The arrival of a new baby.
A family consisting of grandparents that no longer work.
A family making a decision about the purchase of a want (camp trailer, snowmobile).
A family where the working member is no longer able to work (because of sickness, or loss of work).

These situations have been designed to provide an opportunity to develop workable models for the concepts developed at this grade level, such as - change in family structure, factors which influence choice, the fulfillment of needs before wants, the need of a working family member, interdependence among families.

In each situation, the students should be asked to predict:

What may happen next? Why?
Could it be changed?
Is there another way?

OVERVIEW: TOPIC III

The role of the family within the immediate neighborhood is the focal point in this topic.

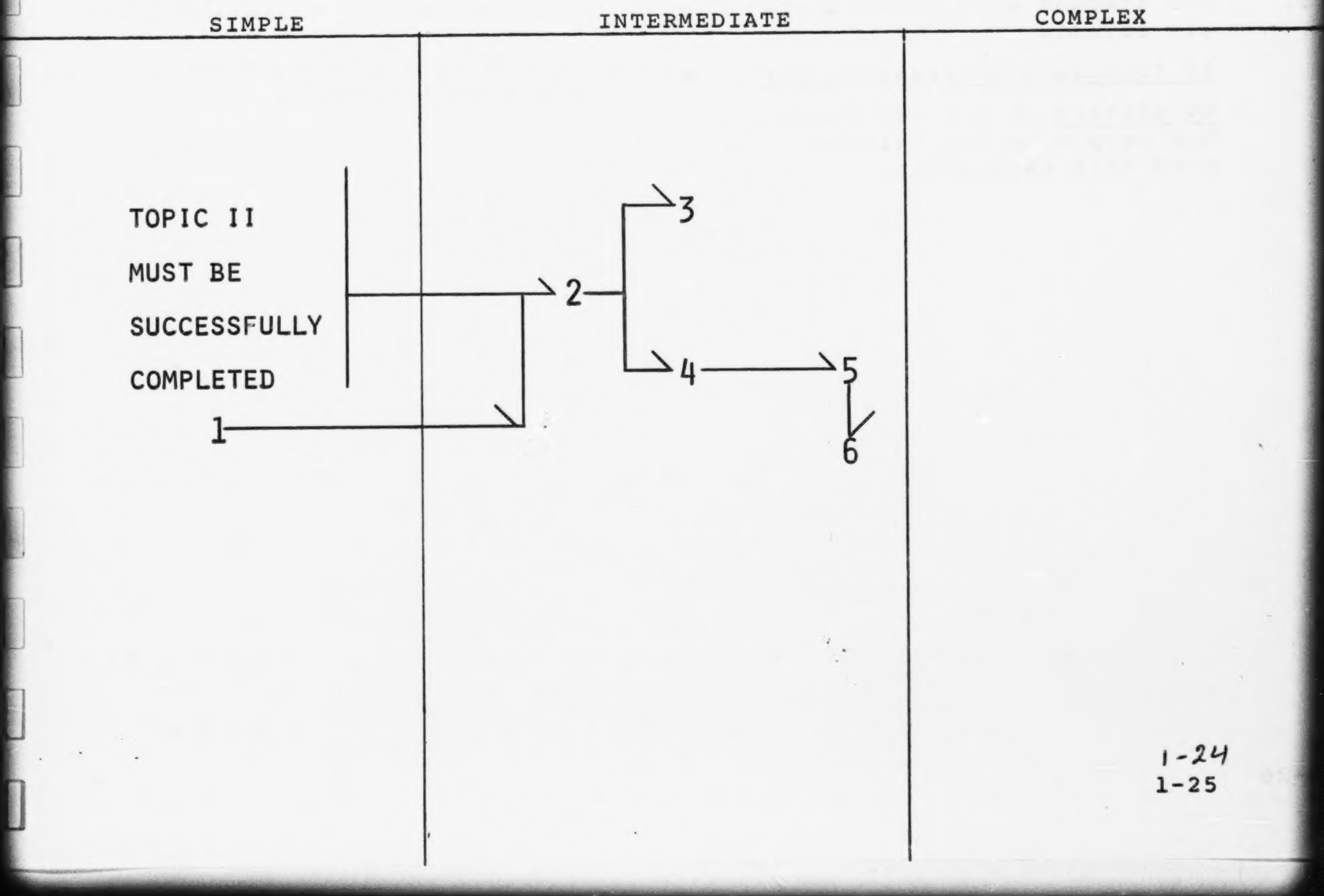
All families are consumers, therefore, someone must produce the things that families consume.

The economic concepts of producers, consumers, goods, services, and interdependence among families, are further developed.

Families living in neighborhoods need services which they cannot provide for themselves. Government (tax supported) services are introduced in a very basic manner.

This topic provides the groundwork for the second grade program. The economic concepts introduced in this topic will be more extensively explored in second grade.

OBJECTIVE FLOW CHART



OBJECTIVES	CONTENT
1. - The student will demonstrate his ability - to categorize items into proper sets - by giving at least one example of goods and one of a service which they consume during a school day.	1. a. All people use both goods and services to fulfill their needs and wants. b. Everyone is a consumer but not everyone is a producer.
2. Given examples of various places a family obtains goods and services, - the student will demonstrate his ability - to recall conditions that exist - by stating in his own words two places a family might obtain goods or services.	2. a. Families produce some of the things their members consume, but many of the goods and services a family needs are produced by someone else. b. Goods and services are produced by businesses. Goods - production of a product. (tangible) Services - providing a service. (non-tangible)
3. - The student will demonstrate his ability - to formulate generalizations - by stating in his own words how people in his neighborhood help each other.	3. People in a neighborhood are interdependent.

INSTRUCTIONAL STRATEGIES

A. (Strategy for Objective 1)

Label a chart as follows:

We Consume Goods	We Consume the Services of

Add to the chart as students make statements about the goods and services they consume in the classroom. Acceptable answers:

paper	teacher
crayons	principal
milk	school nurse
chalk	custodian

B. (Strategy for Objective 2)

Discuss the places a family might go in a single day to obtain goods and services to fulfill its needs. Suggested questions:

Do families go to many different places to get the things they need?
Why do people (businesses) in your neighborhood supply the goods and services you need?

C. (Strategy for Objective 3)

Using a simple map of the area, help the students to locate where they live. Have the students construct an area map which will include the homes of the students. Suggested questions:

Where do you live?
Do you live near other people?
Why do you live near other people?
What does your family do for other people?
What do other people do for you?

List on chart paper, statements that pertain to the last question.

Using the information from Topic II about parents' occupations and the statements on the chart mentioned above, have the students complete the bulletin board or chart. Label a bulletin board or chart?

Our Parents Produce		We all Consume	
Goods	Services	Goods	Services

Suggested questions:

Do you use things that other people produce?
Does someone in your family produce things for other people?

OBJECTIVES	CONTENT
4. Having collected pictures of people producing goods and services, - the student will demonstrate his ability - to group items under proper labels - by correctly placing at least one picture under each label of "producer of goods" and "producer of services."	4. a. Most people are producers. They produce goods or services. b. Some people are not producers. (babies, old people, sick or injured)
5. Using information gathered about producers in the neighborhood, - the student will demonstrate his ability - to recall conditions that exist - by indicating on a map the location of a producer in the neighborhood.	5. a. People who work in businesses in our neighborhood provide goods and services needed by families. b. Some of these goods and services are used by families in our neighborhood; some are used by families in other neighborhoods.
6. Having collected pictures of services provided by governments, - the student will demonstrate his ability - to abstract information from pictures - by selecting one picture of a service provided by government, and explaining why families in a neighborhood need this service.	6. People need some goods and services that they cannot obtain for themselves through their own income. Some of our goods and services are produced by governments.

INSTRUCTIONAL STRATEGIES

D. (Strategy for Objective 4)

Have students collect magazine pictures that show people producing and consuming goods. Label two cardboard boxes and have the students group the pictures and put them in the correct box. (A third box should be labeled - people who do not produce; e.g. babies, children, old people, sick or injured.)

E. (Strategy for Objective 5)

Take the class on a walking trip in the neighborhood. Look for producers of goods and services that the children use. After returning to the classroom, have the students add to the map the producers they identified.

F. (Strategy for Objective 6)

Discuss services that families of a neighborhood need that they cannot provide for themselves; e.g. roads, police, fire protection, schools.

Have the students collect pictures of things that families buy together. Display these on a bulletin board. Suggested questions:

Who uses these services?
Do we need these services?
Who pays for these services?

WE BELIEVE KIDS ARE PEOPLE
The Authors

GENERAL OVERVIEW: GRADE 2

The second grade program enlarges on the economic concepts developed in kindergarten and first grade. At the second grade level, the focus is on the community as an interdependent group of consumers and producers.

So often we find that the students are unaware of many facets of the environment in which they live. The work at this grade level deals with alerting students to some details of their environment with which they and their families are an active part, and to relate these details to the students' daily routine.

Topic I clarifies the economic concepts of goods and services. The emphasis is placed on those items with which the student is familiar.

In Topic II, the community is explored. The dependency of consumers on producers in the community is emphasized. This interdependency is carried further as producers and consumers within the community are identified as being dependent on producers and consumers in other communities. Students look for changes that have taken place within the community, and use that as a reference point in predicting changes that may occur in the future.

Topic III investigates the public sector of the community. The students look closely at the needs the people in a community buy together. Finally, the economic concept of the circular flow of money within the community is developed.

Each individual topic of this guide begins with two elements the teacher should explore carefully. First, is a specific overview of the topic that follows. In these introductions the authors have focused on the specific content and skills around which class planning should evolve. The second element is a flow chart of objectives for the topic that follows. A detailed description of the purpose and use of these charts can be found in the introductory pages of this guide. If you have not already read that description, please refer to it before you begin implementing any topics at this grade level.

OVERVIEW: TOPIC I

This topic deals with the economic concepts of goods, services, producers, and consumers.

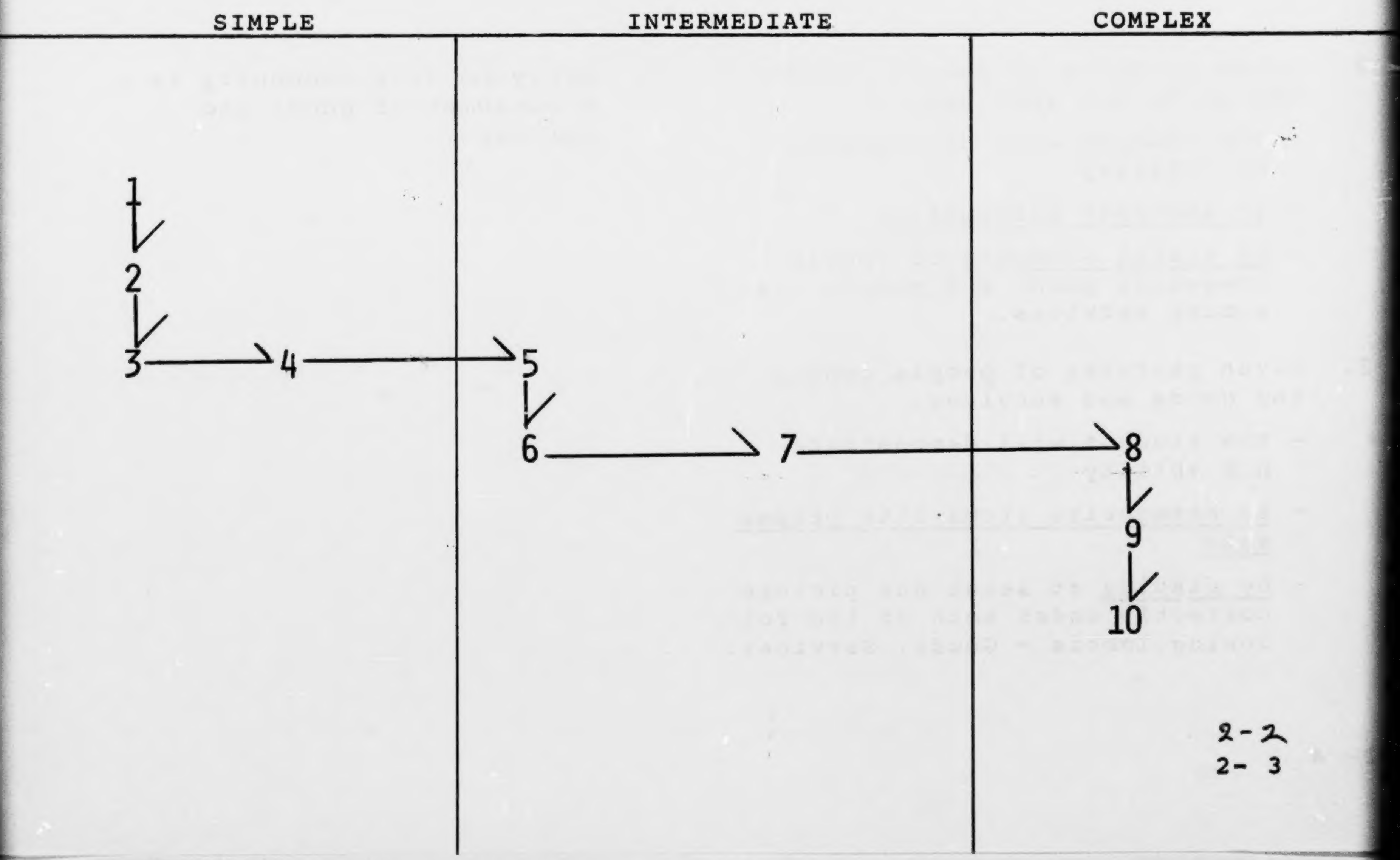
Emphasis is placed on the economic concept that everyone is a consumer. This topic builds on the concept of the family as the basic consuming unit and expands this to include the local community.

The differences between goods and services are explored in great depth. This establishes the groundwork for a careful look at the community in the next topic.

Students explore the reasons people work. They look at the need for an income that people use to fulfill their needs and wants.

The skills in this topic include grouping and labeling items, abstracting information from discussion, comparing differences, stating cause and effect relationships, and identifying characteristics. In this topic, the student is given many opportunities to increase his economic vocabulary. Interviewing to gather information is also introduced.

OBJECTIVE FLOW CHART



TOPIC I 2ND GRADE

OBJECTIVES	CONTENT
1. Given pictures of goods and services, - the student will demonstrate his ability - to categorize items into proper sets - by grouping and labeling pictures of goods and services.	
2. Given pictures of people consuming goods and services, - the student will demonstrate his ability - to abstract information - by giving examples of people consuming goods and people consuming services.	2. Everyone in a community is a consumer of goods and services.
3. Given pictures of people consuming goods and services, - the student will demonstrate his ability - to categorize items into proper sets - by placing at least one picture correctly under each of the following labels - Goods, Services.	

INSTRUCTIONAL STRATEGIES

A. (Strategy for Objective 1)

Have available a collection of pictures which include needs and wants of a family. Suggested pictures: a home, articles of clothing, food, a doll, a bicycle, a television set, an ice cream cone, a camera, a puppy, and a piano. Discuss the pictures. Suggested statements and questions:

These are pictures of needs and wants.
Which ones are needs?
Which ones are wants?
What is the difference between needs and wants?
How do we get the things we need and want?
Do we buy these things?
Can you think of anything else we spend money for?

When students suggest services such as movies, a haircut, or paying a dentist, sort these into a separate group and ask:

Are these different from the other things we buy?

Continue the discussion to develop the differences between goods and services. The terms "goods" and "services" should be introduced at this time, if they are not already part of the student's speaking vocabulary.

Ask the students to collect pictures of people producing services. On a bulletin board, have the students group and label the pictures using labels - "goods" and "services."

B. (Strategy for Objectives 2-4)

Show pictures of people consuming goods and services. Discuss how consuming goods is different from consuming services. Ask students to tell examples of people consuming goods and services. Ask students to bring in pictures of people consuming goods and services.

Construct a bulletin board with one section labeled "goods" and one section labeled "services." As students bring in pictures, have them place them in the proper section. Discuss the pictures. Suggested questions:

Are these people consumers?
How do you know they are consumers?
Are they consuming goods?
Are they consuming services?

After the bulletin board is completed, have them look carefully, and then tell the many kinds of people who consume goods and services.

OBJECTIVES	CONTENT
4. Given labels of "Babies," "Children," and "Grownups" as consumers, - the student will demonstrate his ability - to categorize items into proper sets - by giving at least one example of goods and services used by each group of consumers.	
5. - The student will demonstrate his ability - to recognize differences - by illustrating what he does in consuming goods and consuming services.	
6. - The student will demonstrate his ability - to ask pertinent questions - by interviewing a working parent to determine if the parent produces goods or services.	6. a. Many people in a community are producers. b. Workers produce many kinds of goods and services. c. Some workers produce products. Some workers produce services,
7. Given the list of goods and services produced by parents of the students, - the student will demonstrate his ability - to formulate generalizations - by stating in his own words the variety of goods and services produced by people.	

INSTRUCTIONAL STRATEGIES

B. Ask:
(Cont.)

Who consumes goods and services?
Can you think of anybody you know that does not consume goods and services?
Does our bulletin board include all kinds of people who consume; e.g. babies, children, grownups?
Do consumers' needs and wants change as they get older? Give examples.

C. (Strategy for Objective 5)

Distribute large sheets of drawing paper. Instruct the students to fold the paper in half. Have the students make illustrations of themselves consuming "goods" on one-half of the paper and consuming "services" on the remaining half of the paper.

D. (Strategy for Objectives 6 and 7)

Ask the students to interview their parents to determine their occupations and if their jobs involve producing goods or services.

Make a chart with two columns. One labeled "goods" and one labeled "services." Have the students explain their parent's occupation and state if they produce goods or services. List the parent's occupation on the chart in the proper column. Suggested questions:

Do all parents produce the same thing?
Are many kinds of goods produced by working parents?
Are many kinds of services produced by working parents?
Do people need the things that working parents produce?
Do people want the things that working parents produce?

OBJECTIVES	CONTENT
8. Given the information that people are producers of goods and services, - the student will demonstrate his ability - to state cause and effect relationships - by stating in his own words why people work, and stating two examples of what the person does with his income.	8. a. Many of the producers are paid for the goods and services they produce. Most of the goods families need are produced by someone. Not all people are producers. b. People produce goods and services for others in order to earn an income.
9. Having identified a need for an income, - the student will demonstrate his ability - to recognize conditions that exist - by illustrating a good and a service a family buys with its income.	
10. Given a situation, - the student will demonstrate his ability - to state cause and effect relationships - by stating in his own words what would happen to a producer if no one wanted his good or service.	10. People produce goods and services because there is a demand for that product.

INSTRUCTIONAL STRATEGIES

E. (Strategy for Objectives 8-10)

Ask the questions:

Why does someone in your family work?
What do people do with the money they earn?
Do they use their money to buy goods and services that other people produce?
Do other people use the goods or services that working members of your family produce?

Have students illustrate some goods and services that their families buy with the income they receive.

Play the game - What would happen if:

no one ate peanut butter?
no one ate bread?
no one wore shoes?
people drank water instead of milk?
people didn't get sick?
no one needed his house painted?

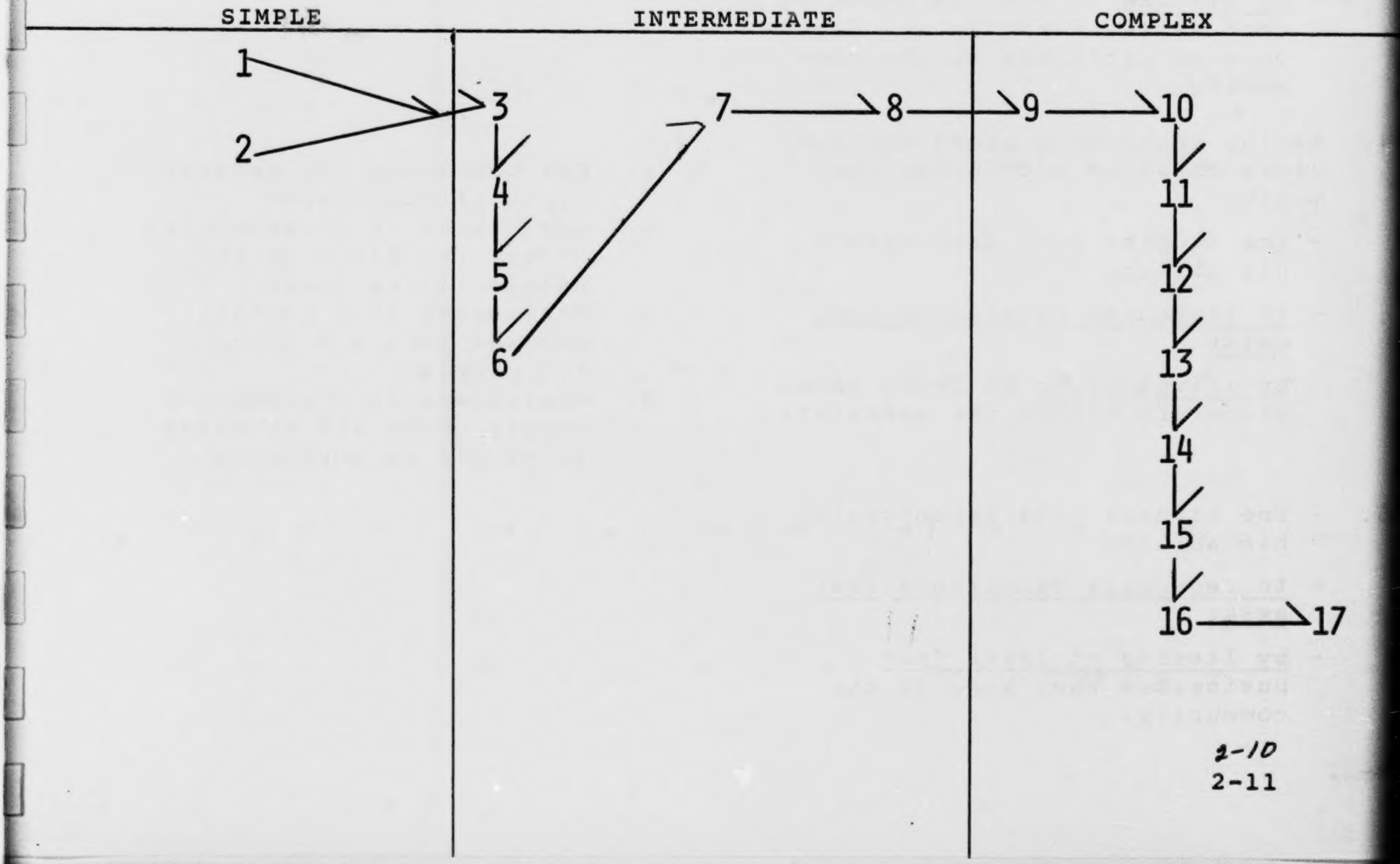
Continue the discussion to develop the economic concept that goods and services are produced because there is a need for them.

OVERVIEW: TOPIC II

This topic focuses on the community of which the student and his family are a functioning part. Many economics aspects of the community are investigated. This topic expands on the concepts of goods and services which were developed in Topic I. The students identify the need for producers within the community, and the several types of businesses that provide the goods and services consumers want. A distinction is made between these and the community businesses that produce goods and services for consumption elsewhere. This leads to the economic concept of interdependence. The students locate systems which are necessary when communities are interdependent.

An important aspect of this topic is the skills that are developed. Beginning with the lower level, such as recalling conditions that exist, the skills are designed to take the student to the higher levels, such as speculating about the future. Students have the opportunity to interview and collect data outside the classroom. This topic includes giving the students the opportunity to explore and gather information about changes that have taken place in the community. If the student can see changes of the past, he has a point of reference from which he can predict the future.

OBJECTIVE FLOW CHART



TOPIC II

2ND GRADE

OBJECTIVES	CONTENT
1. - The student will demonstrate his ability - to group items accurately - by giving at least one example of a family need or want produced at home, and one example of a family need or want produced by someone else.	1. a. To satisfy the needs and wants of people in the community, production is needed. b. Families do not produce all the things they need and want.
2. Given information about items that families obtain outside the home, - the student will demonstrate his ability - to state conditions that exist - by listing at least four items that his family has obtained within the past week.	2. Goods and services are produced because people need and want to consume them.
3. Given examples of the variety of goods and services that families obtain outside the home, - the student will demonstrate his ability - to formulate generalizations - by stating in his own words to what degree families are dependent on producers in the community.	
4. Having identified goods and services obtained within the community, - the student will demonstrate his ability - to recognize conditions that exist - by illustrating at least three producers within the community.	4. a. Our community has several types of businesses. b. Businesses in a community affect the lives of the people living there. c. Businesses in a community provide jobs and income for people. d. Businesses in a community supply goods and services to people as consumers.
5. - The student will demonstrate his ability - to recognize conditions that exist - by listing at least four businesses they know in the community.	

INSTRUCTIONAL STRATEGIES

A. (Strategy for Objectives 1-3)

Prepare a chart with the following labels:

Family Needs and Wants	Produced at Home	Produced by Others
food	mother cooks	food at a store
clothing	grandmother knits	clothes at a store
shelter	mother sews	builders and repairmen
services	father may paint	haircut
	someone at home may give haircuts	dentist - doctor

Ask the students to think of things that could be listed under each label. The items listed above would be acceptable statements. Suggested questions:

Do families produce all the things they need?
Do families depend on other people?

Have the students recall items that their families have obtained that were produced outside the home within the past week. List the items and discuss them.

Do families depend on other people for the things they need and want?
Do families buy many things from other producers?

Using the list of goods and services families obtain outside the home, have the students identify the items that were obtained within the community.

B. (Strategy for Objective 4)

Have the students illustrate "Businesses Where People Whom I Know Work." The pictures should include businesses that provide goods and businesses that provide services. Have the students construct a booklet of the pictures they have made. Each picture should be labeled as producing "goods" or "services."

C. (Strategy for Objective 5)

Have the students make lists of businesses that they know about in the community (places where their families buy things, places where people whom they know work, places they have seen).

OBJECTIVES

CONTENT

6. Given a map of his community,
   - the student will demonstrate his ability
   - to recognize conditions that exist
   - by locating on a map of his community at least one business from which his family obtains goods or a service.

7. - The student will demonstrate his ability
   - to detect differences
   - by stating at least one example of producers in the community that produce goods or services for local consumption and one producer that produces goods or services for consumption someplace else.

8. - The student will demonstrate his ability
   - to recognize relationships between consumers and producers
   - by stating in his own words how consumers depend on producers in other places.

INSTRUCTIONAL STRATEGIES

D. (Strategy for Objective 6)

Construct a community map. Include the major buildings; e.g. fire station, post office, school, churches, hospital, businesses, and homes.

Have the students select one producer from which their families obtain goods and services. The students should name the producer and determine if it produces goods or services. Give each student a small piece of construction paper. Have the students cut the paper into the shape of a building, and label the shape with the name of the producer and the words, "goods" or "services." Use one color marking pen (blue) for goods and another color (red) for services. Pin or tape the cut-outs on the map.

At this time, items for the map should be put on in a manner which makes them convenient to remove, as the basic map will be reused for several activities.

E. (Strategy for Objective 7)

Make a list or chart of the businesses in the community that produce goods or services that are sold within the community. Make another list of businesses that produce goods or services for people in other places to buy. Suggested questions:

What goods or services are produced and consumed in the local community?
What goods or services are produced in the local community but consumed somewhere else?

F. (Strategy for Objectives 8 and 9)

Collect small pictures of goods we use. (This could be limited to one area of needs; e.g. food. Collect pictures from magazines, the labels from canned goods, pictures from packaged goods.) Help the students place the pictures of goods which they use that are produced in other parts of the country in the appropriate place on a simple map of the United States. The purpose is not for the student to learn about specific areas of the nation that supply the needed goods, but, rather, for him to see that he is dependent on the workers in other places to produce the goods which he needs.

OBJECTIVES	CONTENT
9. Having taken part in a group activity of originating a story about a producer's needs, - the student will demonstrate his ability - to formulate generalizations - by making a statement that accurately describes how producers in a community depend on other producers.	9. Businesses that specialize in producing one kind of goods or service are dependent on other businesses which produce goods or services they need.
10. - The student will demonstrate his ability - to speculate about conditions that existed - by illustrating products that would not have been available in the community before modern transportation systems were in use.	10. Modern transportation and communication systems affect the people and businesses in a community. a. They make it possible for people to obtain goods and services that are not available in a community. b. They make it possible for businesses to obtain needed resources that are not available in the community. c. They make it possible for businesses to sell their products to other communities.
11. Having identified the transportation systems within the community, - the student will demonstrate his ability - to recall conditions that exist - by stating in his own words how producers in a community are dependent on transportation systems.	
12. Given information that producers in the community depend on transportation systems, - the student will demonstrate his ability - to formulate generalizations - by stating in his own words in what ways communities are dependent on each other for goods and services.	12. Communities are interdependent.

INSTRUCTIONAL STRATEGIES

F. (Cont.) Have the students dictate a story about the goods and services a producer needs that are produced by other producers, for example, students could say:

I am a dairy farmer.
I need workers on my farm.
I need machines.
I need truck drivers to take my milk to market.
I need to buy clothes, food, and a house.

G. (Strategy for Objectives 10-12)

Ask the children to imagine that they were living long ago with no cars, trucks, or trains. Have the students draw pictures of "things we couldn't have because it would take a long time to get them."

Identify the transportation systems within the community. Add those to the community map. Discuss the producers in the community that depend on transportation systems. Suggested questions:

Are there producers in the community that sell their goods or services to people in other communities?
How do the goods get to other communities?
Do the producers in the community depend on transportation to obtain goods and services they need to produce their items?

Discuss the interdependence of communities, using the information gathered in the previous strategy and include the need for transportation systems. Suggested questions:

Can you think of anything else that producers in our community depend on?
How do they get information about what they need to other producers?
How do consumers know what producers have for sale?

Discuss communication systems. Suggested questions:

What are the systems producers use to inform consumers about their goods and services?
Do businesses use telephones?
Do businesses use postal services?

OBJECTIVES

13. Given information about new business developments in a community,
    - the student will demonstrate his ability
    - to detect cause and effect relationships
    - by explaining in his own words why a new business would build in his community, and name one person as an example of the people who would use that business.

14. - The student will demonstrate his ability
    - to recognize conditions that exist
    - by listing at least one change that is occurring in the community.

15. Having discussed the changes taking place in the community,
    - the student will demonstrate his ability
    - to locate information
    - by interviewing an adult about changes that have taken place in the community.

16. Given information which shows definite building changes in the community,
    - the student will demonstrate his ability
    - to describe differences
    - by stating in his own words how the change has affected people in the community.

CONTENT

13. Opening new businesses or closing of old businesses changes the goods and services available in a community.

INSTRUCTIONAL STRATEGIES

H. (Strategy for Objectives 13 and 14)

Ask the students if they know of any new businesses that are being developed in the community. Have the students tell about the new business. (Make a list of the students' responses.)

Examples - a new shopping center where their families trade, a new supermarket, housing development, restaurant, service station.

Suggested questions:

Why would a new business start (build) in our community?
Do you think the people of our community need the goods or services the business will produce?

Ask the students to look for changes in the community. Make a list and add to it as changes are observed.

Examples - new drive-in restaurants, new sidewalk, changes in road construction, an old building being torn down, new swimming pool, new street lights, increased parking area.

I. (Strategy for Objectives 15 and 16)

Ask students to interview their parents or an older friend or neighbor to find out about changes that have taken place on their street in the past five years. Have the students bring the information back to the classroom to share with the group.

Have the students compose a letter that they could send to an adult, explaining the purpose of the interview, and asking if the class could borrow some old photographs of the area.

Contact a local newspaper to borrow photographs. Display the pictures on a bulletin board. If an actual visitation to the site is not possible, locate or take pictures of the site. Have the students compare the pictures. Suggested questions:

Has a change taken place?
What is different?
What is the same?
Why did the change take place?
Has it helped the people of the community?

OBJECTIVES CONTENT

17. Given the information about changes that have occurred in the community,

- the student will demonstrate his ability
- to speculate about the future based on evidence in the present
- by giving at least one example of some new business which he feels people in the community would use.

INSTRUCTIONAL STRATEGIES

J. (Strategy for Objective 17)

Ask the students:

Can you think of anything our community needs?

What would happen if:

a new highway was built near the center of our community?
a large business (factory) which we now have, moved away or closed?
many new families moved to our community?

Would our community change?

Would our community:

need new or bigger food stores?
need more doctors and nurses?
need more materials for new homes?

Do you think our community will continue to change?

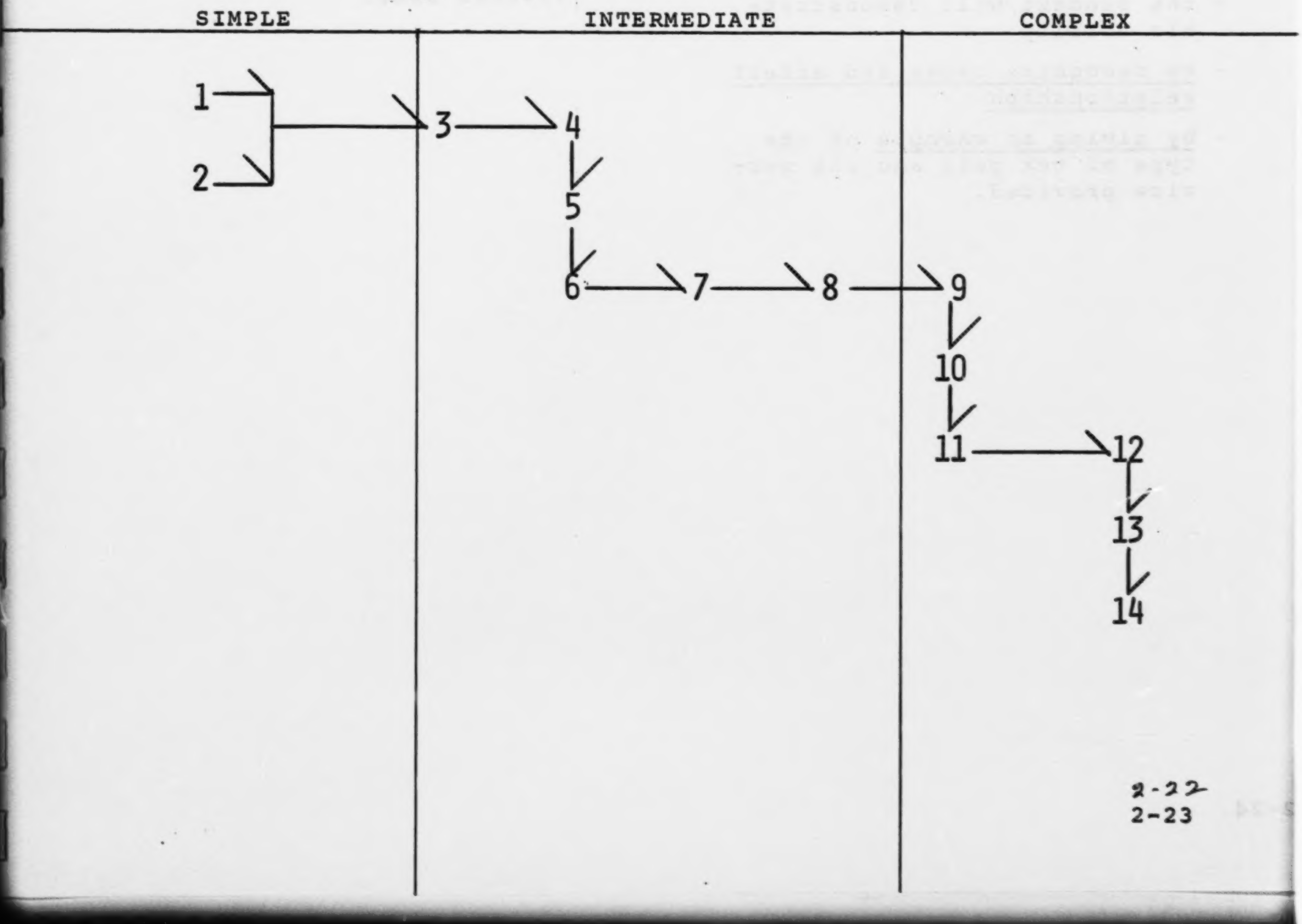
OVERVIEW: TOPIC III

This topic focuses on the public sector of the community. Many opportunities are presented in which the students explore the need for tax supported institutions within the community.

After identifying some of the tax supported services in the community, the students become involved with situations which develop their concept of taxes. This economic concept is further developed, and leads the students to the concept of the circular flow of money in a community.

Skills include formulating generalizations, observing conditions that exist, and recognizing cause and effect relationships. Introduced in this topic is the skill of listening to a speaker, abstracting information from the account, and drawing conclusions.

OBJECTIVE FLOW CHART



OBJECTIVES	CONTENT
1. - The student will demonstrate his ability - to deal thoughtfully with knowledge gained from personal experience - by presenting his knowledge of the meaning of the word "taxes" and citing examples from personal experience to support that knowledge.	1. Some of the goods and services that families need are produced by the government.
2. Having identified various taxes that families pay, - the student will demonstrate his ability - to recall conditions that exist - by stating at least two examples of types of taxes.	2. Families and businesses pay taxes to the government.
3. Given information about the types of taxes paid and the services provided by tax money, - the student will demonstrate his ability - to recognize cause and effect relationships - by giving an example of one type of tax paid and one service provided.	3. There are many kinds of taxes; e.g. sales tax, income tax, gasoline tax, license fees.

INSTRUCTIONAL STRATEGIES

A. (Strategy for Objectives 1-3)

If the word "taxes" is not part of the student's vocabulary, it should be introduced at this time. Ask the students to tell what they can about taxes. Suggested questions to help with the discussion:

What are taxes?
Do our families pay taxes?
Who pays taxes?
What is tax money used for?

List the students' responses to the last two questions.

Have the students ask their parents about taxes they pay. Write the following questions on the blackboard:

What things do we pay taxes on?
What is tax money used for?

Have the students write the questions on paper; one question on one side of the paper and the second question on the other side of the paper. Instruct the students to take the paper home, and with their parents' help, list the taxes and services their parents identify.

Compile two charts with the information the students bring back to the class. Compare the collected information with the original responses the students made. Using the list of "What is tax money used for?", ask the students to identify some of the services that most people of the community use. Questions to be used when determining if the service is tax supported:

1. Do most people of the community use these services?
2. Could each family provide these services for itself?
3. Do you or your parents pay for these services each time they are used?
4. How are these services paid for?

OBJECTIVES	CONTENT
4. Given information about a person that provides a service, - the student will demonstrate his ability - to draw a defensible conclusion - by explaining in his own words how the person providing the service receives an income.	4. The government uses tax money to furnish goods and services for people.
5. Given information about services provided in a community, - the student will demonstrate his ability - to recall conditions that exist - by listing at least two services provided by the government that are available in the community.	5. Goods and services produced by the government are used by all the people.

INSTRUCTIONAL STRATEGIES

B. (Strategy for Objectives 4 and 5)

Select a service that is publicly owned and with which the students are familiar (postal service), and a service that is privately owned (doctors or dentists).

Ask the following questions:

Do you pay the mailman each time he brings your mail?
Does he receive pay for the work he does?
How do you think he gets paid?
Where does the money come from to pay him?

Do you pay the TV repairman or dentist each time he does something for you?
Does he receive pay for the work he does?
How do you think he gets paid?
Where does the money come from to pay him?

The discussion of these questions will lead the students to focus their attention on the method in which these people are paid. More examples may be used in which the students will be able to identify how tax supported services receive an income, compared with privately owned services.

Take a "tax" walk looking for goods and services that families buy and use together; e.g. streets, policemen, traffic control, parks, recreation facilities. After returning to the classroom, list, through discussion, the goods and services the students identified.

Have the students complete the following sentences:

People pay taxes on ____________________________.
e.g. land they own, clothing, money they earn
Tax money pays for ____________________________.
e.g. schools, roads, postal service, policemen

Have students make illustrations to be used on a bulletin board labeled, "Things That Families in Our Community Buy Together."

Ask students to make statements about the various services in a community that are paid for by taxes.

Acceptable statements:

There are many services in our community that are paid for by tax money.
Families in our community buy things together.

OBJECTIVES | CONTENT

6. - The student will demonstrate his ability
   - to abstract information from a narrative account
   - by stating one example each of where tax money comes from and how it is used in the school.

7. Given information about taxes, and services provided by these taxes,
   - the student will demonstrate his ability
   - to draw a conclusion
   - by stating in his own words the relationship between taxes and services provided.

8. Having identified the services in a community,
   - the student will demonstrate his ability
   - to group and label in proper sets
   - by identifying differences in services provided with tax money and services provided by private money.

9. Given examples of tax supported services in the community,
   - the student will demonstrate his ability
   - to state conditions that exist
   - by giving at least two examples of tax supported services that fulfill the needs and wants of the people in the community.

10. Having identified the many tax supported services in the community,
    - the student will demonstrate his ability
    - to formulate generalizations
    - by stating in his own words the quantity of services in the community that are provided by tax money.

INSTRUCTIONAL STRATEGIES

C. (Strategy for Objectives 6 and 7)

Invite the principal to explain to the class where the school gets its money and what the money is used for.

Discuss such questions:

Where does the money come from that the school needs?
What is the money used for?
What happens if the school needs more money?

D. (Strategy for Objectives 8-10)

Using the community map, review all the services provided in the community. Have the students remove all services paid for with tax money. Have the students cut green paper in the shape of these removed buildings. Label the cut-out with the name of the service provided. Place the green cut-outs back on the map. Mark the features of the map that are provided by tax money with a green marker; e.g. roads, bridges, parks.

Discuss the facilities that are provided by tax money.

Suggested questions:

Are there many goods and services in our community that are provided by tax money?
Do most people in our community use these goods and services?
Could families supply these goods and services for themselves?
Do these goods and services fulfill some of the needs and wants of the people of our community?

Ask the students to give examples of tax supported services that fulfill the needs and wants of the people in the community; e.g. water supply, schools, roads, recreational facilities.

OBJECTIVES

11. Given examples of changes in a community,
    - the student will demonstrate his ability
    - to recognize cause and effect relationships
    - by stating in his own words how changes in the population of a community would affect the need for services.

12. Given examples of changes that might occur in the population of the community,
    - the student will demonstrate his ability
    - to speculate about the need for services
    - by stating what effect a population change would have on the services available in a community.

13. - The student will demonstrate his ability
    - to recognize conditions that exist
    - by role playing, or illustrating on a map, the exchange of money among any three producers and consumers in the community.

14. Having participated in role playing or illustrating activities about the flow of money between producers and consumers in a community,
    - the student will demonstrate his ability
    - to formulate generalizations
    - by stating in his own words how money moves from one part of the community to another, and giving at least one example that includes three producers and/or consumers involved in the flow.

CONTENT

13. There is a circular flow of money between producers and consumers.

INSTRUCTIONAL STRATEGIES

E. (Strategy for Objectives 11 and 12)

Ask the students to think of services which the community might need.

Ask the students:

What would happen if many families with small children moved to our community?
Would we need more schools, more play areas, more hospitals?
What would happen if many families moved out of our community?

Ask the students to make statements about how these changes would affect the needs of the community. The students should be able to make statements about the services a community would need if the population changed.

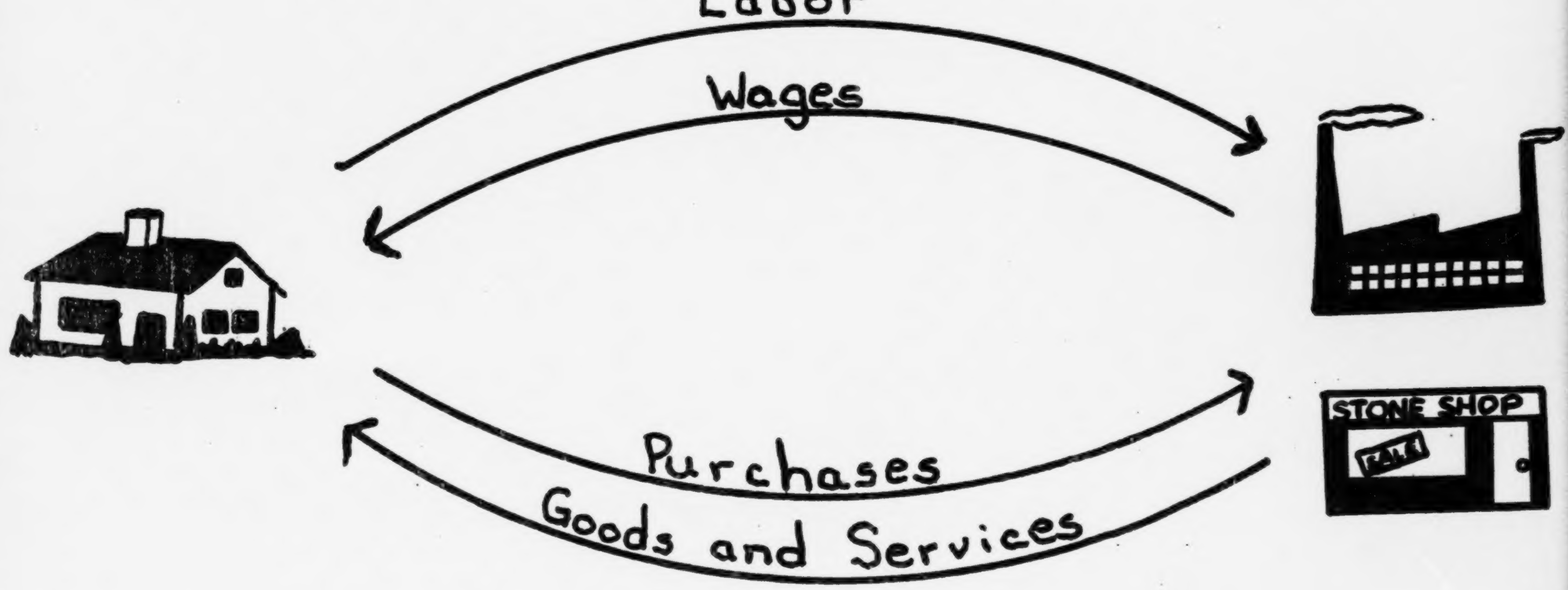
F. (Strategy for Objectives 13 and 14)

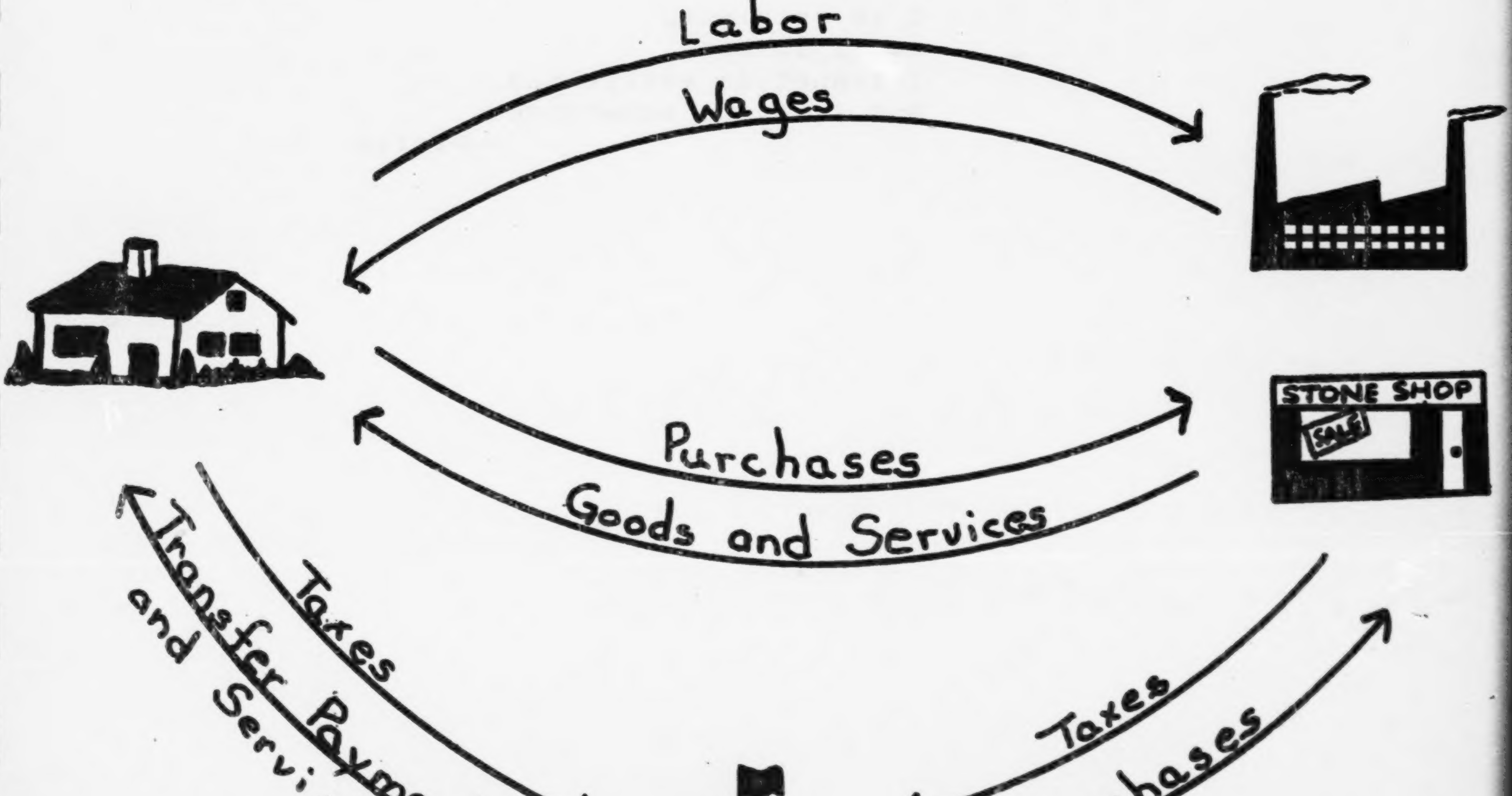
Give a student a piece of string or yarn and have him attach it to the map on the location of his parent's place of employment. Have the student then connect the string on a place of business that provides goods or a service for the family. Ask the student to explain the route that money follows, by following the string.

Select several children to demonstrate the flow of money within a community by role playing. Select students to represent three families, a place of business that provides goods, and a tax supported service. Give play money to the students that are representing families. Have the other students selected determine the businesses they will represent. Guidance may be necessary in order to provide a situation in which goods and services from the public and private sector of the community will be represented. Let the students proceed in using the play money to buy goods and services.

Construct a circular flow chart with the students (see diagram at the end of this grade level). Have the students make the illustrations for homes, business, and government. Have yarn or string available, and have students put the yarn in place to show the flow of money within a community.

When this activity is completed, ask the students to make statements explaining how money moves from one part of the community to another.


Labor
Wages
STONE SHOP
SALE
Purchases
Goods and Services


Labor
Wages
STONE SHOP
SALE
Purchases
Goods and Services
Taxes
Transfer Payments
and Services
Taxes
Purchases

I am only one,
But I am one.
I cannot do everything,
But I can do something.
—Farrar

GENERAL OVERVIEW: GRADE 3

The program at the third grade - Communities Around the World - is the study of five regions: grasslands, taiga, tropical rainforest, mountains, and desert. This is the first opportunity students have to explore ways of life that are different from their own. Therefore, one of the primary, but unwritten, goals of this study should be to develop positive attitudes in students toward people who have similar basic needs, but often fulfill these needs in ways the students will find unusual or different.

Topic I focuses on the reasons people have for living in community groups. The student's own community is used to explore this opening idea, since that is the area with which he is most familiar.

Topic II defines a strategy for exploring the five climatic and geographic regions recommended for study at this grade level. No attempt should be made to study all areas of each of the five regions. Rather, two or three areas within each region should be selected and explored in some depth. To facilitate the investigations of the regions, a simplified model of inquiry is introduced in this second topic, and its use will be repeated as each new region is explored. The process of learning through inquiry models is developed extensively in later grades, and the skills introduced here are crucial to those later developments.

Topic III is to be introduced at the conclusion of the study of each climatic and geographic region. Its primary purpose is to explore the diversity that can be found in what appears to be identical regions of the world. By asking students to detect similarities and differences in ways of living within a region, they will verbalize the diversity of people, yet recognize the similarities of all men.

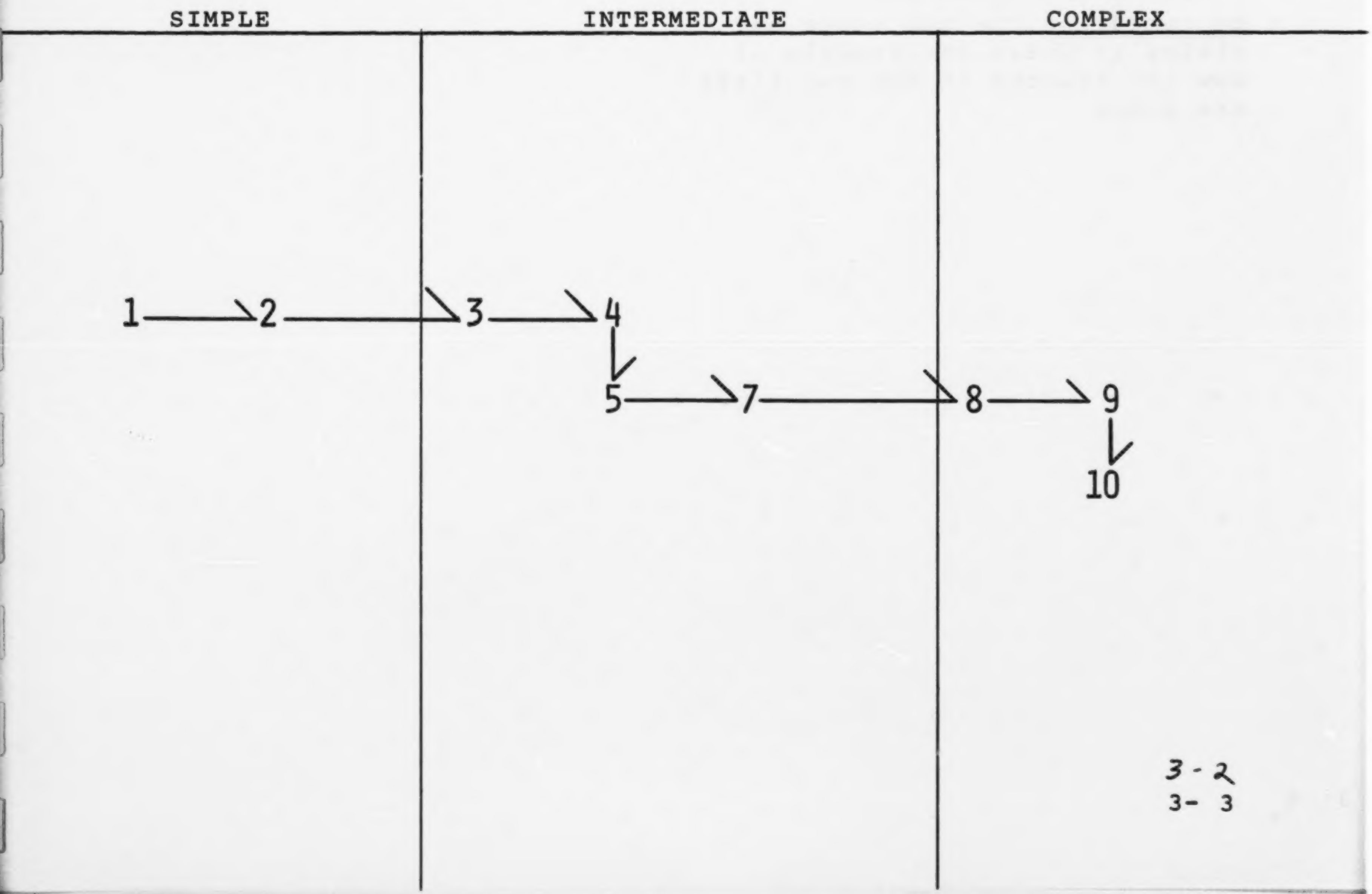
Each individual topic of this guide begins with two elements the teacher should explore carefully. First, is a specific overview of the topic that follows. In these introductions the authors have focused on the specific content and skills around which class planning should evolve. The second element is a flow chart of objectives for the topic that follows. A detailed description of the purpose and use of these charts can be found in the introductory pages of this guide. If you have not already read that description, please refer to it before you begin implementing any topics at this grade level.

OVERVIEW: TOPIC I

This topic is basic to the development of the third grade program. Before students study communities in other parts of the world, they are given an opportunity to investigate the reasons people live in community groups. The economic concept of interdependence among community members is further developed from second grade studies.

Introduced in this topic is the use of a questionnaire as a tool for gathering information. After the students have compiled the questionnaire, they are asked to recognize cause and effect relationships that the information on the questionnaire provides. Constructing and using a questionnaire provides the students with the opportunity to become familiar with the uses of one kind of primary source materials.

OBJECTIVE FLOW CHART



TOPIC I

3RD GRADE

OBJECTIVES

1. - The student will demonstrate his ability
   - to speculate about conditions that exist
   - by giving at least one example of why he thinks people choose to live in communities.
2. Having speculated about why people live in communities,
   - the student will demonstrate his ability
   - to gather information on conditions that exist
   - by interviewing parents in order to obtain information about why his family lives in a community.
3. Having speculated about why people live in communities and having collected information by interviewing his parents,
   - the student will demonstrate his ability
   - to detect similarities
   - by comparing the two lists and citing at least one example of how the reasons in the two lists are alike.

CONTENT

1. **People throughout the world live in community groups.**

INSTRUCTIONAL STRATEGIES

A. (Strategy for Objectives 1-3)

Ask the students to speculate about the following question:

> Why do people choose to live together in communities?

List the students' responses on the blackboard.

Questions to help with the speculation:

> Do people in communities help each other?
> In what ways do they help each other?
> Do some members of a community have jobs?
> Do members of a community share the work?
> Do people share other things?
> Do people get some things from other people?
> What kinds of things do families get from other people?

Transfer the information to chart paper. The chart will be used again in this strategy.

Let's think about our own community.

> Do our families choose to live here because of some of the reasons we have written down?

Have the students ask their parents the reasons why they live in the community.

Compile the information the students collect on a chart. Compare the two lists. Ask students to identify the reasons that are similar.

OBJECTIVES CONTENT

4. - The student will demonstrate his ability
   - to ask pertinent questions
   - by suggesting at least one question he feels would help to determine the reasons why people live in the community.

5. Having collected information through a questionnaire,
   - the student will demonstrate his ability
   - to recognize cause and effect relationships
   - by giving at least two examples of reasons why people live in the community.

6. Having identified the reasons why people live in the community,
   - the student will demonstrate his ability
   - to recognize similarities and differences
   - by comparing his previously stated predictions with those reasons gathered from adults interviewed, and giving two examples of how the lists are different or alike.

7. Using the information collected from interviewing adults,
   - the student will demonstrate his ability
   - to abstract information
   - by giving at least one example of additional information about the people in his community gained from the questionnaire.

8. Using the information gathered about the reasons why people live in communities,
   - the student will demonstrate his ability
   - to formulate generalizations
   - by explaining in his own words the reasons why people live in community groups.

INSTRUCTIONAL STRATEGIES

B. (Strategy for Objectives 4-8)

With the students, construct a list of questions and statements to be used while interviewing a family in the student's neighborhood. List the statements on the blackboard.

Suggestions for a questionnaire:

Why do you live in this community?

___You work here. ___You use the land.
___You like the weather. ___Your friends live here.

Do you work in this community?

___Yes ___No

What do you use in your work?

___You use tools. ___You use the land.

Do you produce something other people in our community want?

___Yes ___No

Do you need things that other people produce?

___Yes ___No

Make copies of the questionnaire. Pass these out so that the students can use them when they conduct the interview.

Tally the results of the questionnaires. On the blackboard list the results under appropriate labels; e.g. work here, like the weather, use tools in their work. Use the results to establish the reasons people live in the community. Compare the reasons with the list that was established when the initial question of, "Why do people choose to live in communities?", was asked. Ask the children to locate similarities and differences of the two lists.

Suggested questions:

Did our first list include some of the reasons we found through interviews, why people choose to live in our community?
What else can we learn from our new list about the people in our community?

Acceptable answers:

People work in our community.
People use tools in their work.
We have producers in our community.
People in our community need things that other people produce.

Have the students explain in their own words why people live in community groups.

OBJECTIVES CONTENT

9. Having formulated a generalization about why people live in communities,
    - the student will demonstrate his ability
    - to speculate about other people
    - by explaining in his own words why it would be valuable for people in other parts of the world to live in communities.

10. Having formulated a generalization about why people live in communities,
    - the student will demonstrate his ability
    - to speculate about other people
    - by stating his agreement or disagreement with the following question and stating the reason for his position: Do you think people in other parts of the world live in community groups?

INSTRUCTIONAL STRATEGIES

C. (Strategy for Objectives 9 and 10)

We have found out many things about why the people of our community live here. Ask the students:

> Do you think that living together in a community is a wise thing to do?

If we agree that it is a wise decision to live in communities, do you think other people feel the same way?

> Do you think people in other parts of the world live in community groups?

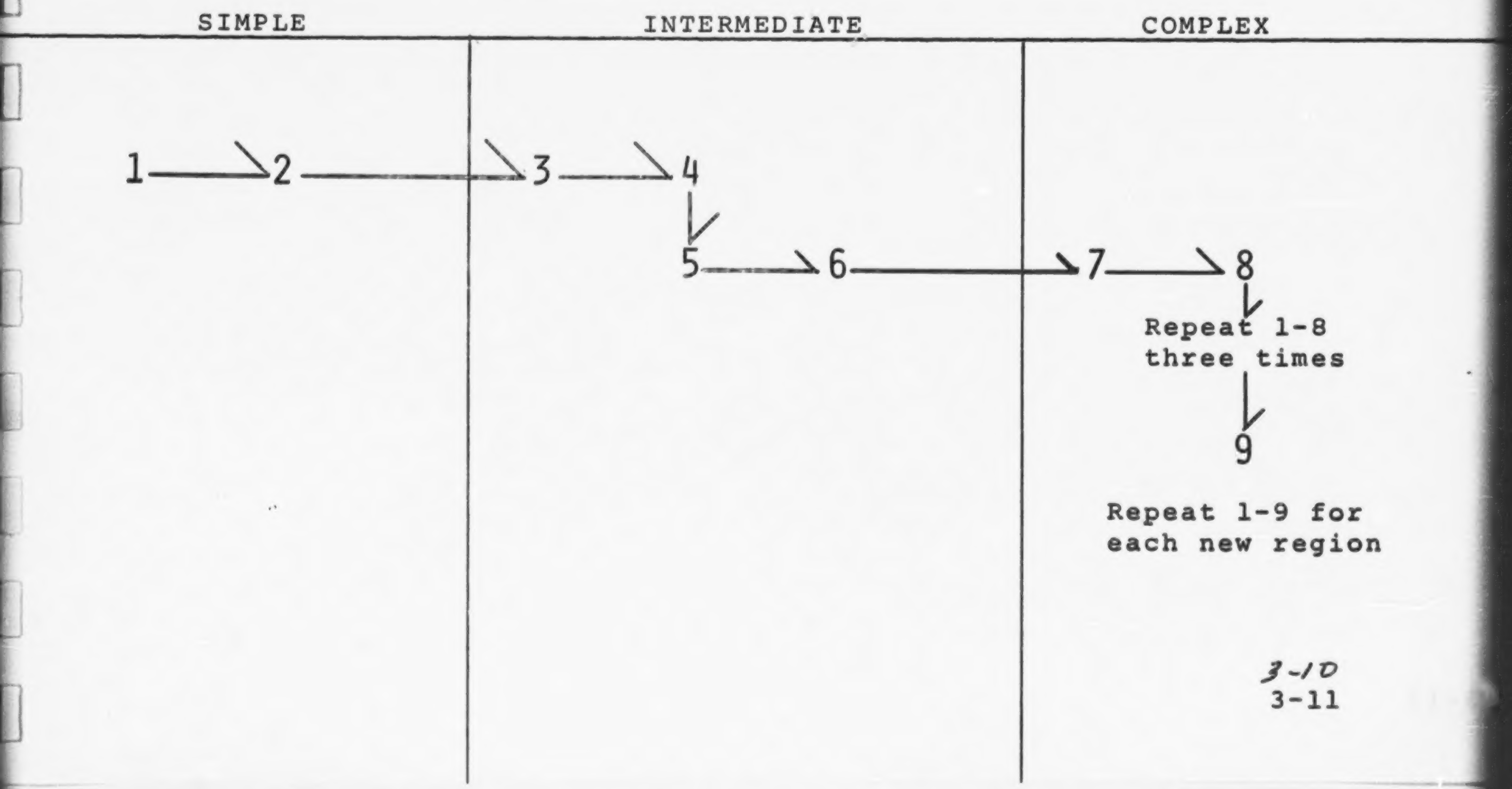
OVERVIEW: TOPIC II

The study at this grade level deals with the communities of five geographic and climatic regions of the world. Examples of each region can be found in several places across the globe. When studying each region, the teacher should select two or three areas with different characteristics, and focus on the life in those areas. Using representative areas will make the study much easier for students to grasp. It will also avoid the approach of covering ground which is almost impossible for this age child and the numbers of regions involved.

The approach of this topic is to study communities around the world by seeking answers to pertinent or essential questions. All the material that is presented here is to be used each time a new region is introduced for study. In this way the students are introduced to the idea that gathering knowledge is the result of identifying important questions and then seeking answers to those questions. Learning is not moving page by page through a textbook just because the book is set up that way. The questions, together with the strategy that follows, are essential steps in inquiry models introduced in later grades. Students need to build skills in applying these steps as early as possible.

Additional skills dealt with in this topic are: speculating, abstracting information from pictures and books, recognizing conditions that exist, and explaining cause and effect relationships.

OBJECTIVE FLOW CHART



OBJECTIVES

CONTENT

INSTRUCTIONAL STRATEGIES

A.

1. As stated in the overview, the following strategy is to be used each time the class is introduced to a new region of study. The regions recommended for study are those listed below:

   a. Desert Regions
   b. Taiga Regions
   c. Tropical Rainforest
   d. Mountain Regions
   e. Grassland Regions

   Do not attempt to study all areas in these regions. Neither available time, nor students' ability lend themselves to the approach of "covering ground." Locate, instead, two or three differring areas for each region, and focus on the life of people in these areas. For example, when studying desert regions, you may use the Sahara and the Australian deserts. In this way the students will have greater opportunity to build skills of inquiry that will be useful throughout their school years.

2. The following strategy is centered around nine questions. The questions have been designed to focus students' attention on certain essential features of any area and, at the same time, guide the study process to seek answers and not just memorize facts. As the study of an area progresses, the students will probably raise additional questions. Encourage them to ask their own questions. Although the authors of this guide have tried to anticipate essential questions, they believe that students still ask the best questions, because, obviously, it is something they want to know about.

3. It is assumed that students will not begin the strategy outlined here until they have first investigated the basic geographic and climatic features of the region.

OBJECTIVES

CONTENT

1. Given a collection of pictures showing a variety of characteristics of an area to be studied,
   - the student will demonstrate his ability
   - to abstract information from pictures
   - by describing what he feels is the main event or situation in the picture, and making a label to be placed on or near that event or situation in the picture.

INSTRUCTIONAL STRATEGIES

B. (Strategy for Objective 1)

1. Begin by collecting a series of pictures* that show many common characteristics of an area to be studied. These pictures should include scenes of:

   a. homes
   b. clothing
   c. work
   d. geographic features
   e. vegetation
   f. families
   g. a community
   h. transportation
   i. food production

2. Post the pictures around the room so that students may refer to them throughout the study of the area. Each time a new set of questions is introduced, the students will be asked to speculate about answers to the questions, based on the evidence available in the pictures. Films or filmstrips could also be used for the process, but pictures permit a kind of continued viewing that films and filmstrips do not.

3. Give the students strips of paper and markers or crayons. Discuss each picture with the class. Have the students name or explain the main events or situations in each picture. Each time an event or situation is named, have a student make a label for it that can be tacked next to the appropriate picture. This labeling process should include a wide variety of items, such as:

   a. homes
   b. clothing
   c. food production
   d. land feature
   e. work or jobs
   f. vegetation
   g. transportation
   h. trade
   i. business or industry
   j. tools or machines
   k. resources
   l. production

   These labels will vary with the region being studied and the pictures available. If pictures cannot be found for some important event, students could make these later, when they explore that aspect of the community.

4. During the study of other regions, the class could be divided into groups and each given a picture. Each group could then discuss and label its own picture. When this is completed, have each group post its picture in the room, and explain it to the other students.

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*Coronet Films has a series of Study Prints that do an adequate job for this strategy. Climates of the World. Coronet Films, 65 E. South Water Street, Chicago, Illinois 60601. About $50.00.

OBJECTIVES

CONTENT

2. Given a collection of pictures showing a variety of characteristics of an area to be studied,
   - the student will demonstrate his ability
   - to speculate about conditions or events based on the evidence available
   - by making predictions, in response to several questions, that he believes accurately describe conditions or events in the area.

3. Given a collection of pictures showing a variety of characteristics of an area to be studied,
   - the student will demonstrate his ability
   - to abstract information from pictures
   - by citing at least one example of a specific event or situation that is occurring in the pictures, when asked by the teacher to locate examples of that specific event or situation.

4. Given a collection of pictures showing a variety of characteristics of an area to be studied,
   - the student will demonstrate his ability
   - to make inferences from pictures
   - by describing, when questioned by the teacher, how a specific event or situation in a picture might be evidence of an event or situation not explicitly shown in the picture. Questions like: - "Does event 1 tell us anything about what 2 might be like?" or, "What can we tell from their...?", must precede the performance of this skill.

INSTRUCTIONAL STRATEGIES

C. (Strategy for Objectives 2-4)

The first three questions to be investigated:

1. Why do people live in this area?
2. What things do the people of this area need?
3. Does the geography and climate affect the way these people meet their needs?

Begin by writing each question at the top of a large piece of chart paper. With the students surveying the pictures posted earlier, discuss each question and record the students' responses on the appropriate chart. These responses represent what the students think, based on the limited evidence available in the pictures. When the students finish the speculative process, label their responses, "This is what we think." Each of the questions and some suggested sub-questions are listed below:

1. Why do you think people live in this area?
    a. Are the people using the land?
    b. Are the people using the resources?
    c. Are people working together in the community?
    d. Are people having fun together in the community?
2. What things do you think the people of this area need?
    a. Do they have a need for shelter?
    b. Do they have a need for food?
    c. Do they have a need for clothing?
    d. Are there other things these people might need?

    If the people trade, they would need transportation. If they have no roads, they may need certain animals to help them that don't need roads as cars and trucks do.
3. Do you think the geography and climate affect the way these people meet their needs?
    a. Are the people's home and work affected by the geography?
    b. Are the people using the land or water to fulfill their needs?
    c. Do the people's clothes or homes tell us anything about the climate?
    d. Does the vegetation or land tell us anything about the climate?
    e. Are other things that the people are doing affected by the geography or climate of the area?

OBJECTIVES CONTENT

5. Given a group of questions - not to exceed three - about life or conditions in an area being studied,
   - the student will demonstrate his ability
   - to recognize the central issue of a question
   - by stating at least one word or phrase from the group of questions given that represents the central issue or idea of one of the questions, in the judgment of the teacher.

6. Given a group of questions - not to exceed three - about life or conditions in an area being studied,
   - the student will demonstrate his ability
   - to locate information in study materials*
   - by stating, orally or in writing, at least one item of information for each question given and be able to tell or show the source of that information when asked to do so.

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*Study materials include: pictures, maps, films, filmstrips, stories, and books. Students should be given the opportunity to use all these sources during the year. During the study of any area or region, the teacher should plan for students to use two or three of these sources, and evaluation should be made of the student's ability to use those specific materials.

INSTRUCTIONAL STRATEGIES

D. (Strategy for Objectives 5 and 6)

When the speculative process is completed, the students are ready to research these questions. This process involves developing several important study skills and should be guided carefully by the teacher. In the beginning, students need to see how the questions help them to focus their research in seeking specific answers. Here, a movie or filmstrip about the area would make an excellent introduction. Some suggested questions to focus the research:

1. What words or ideas would help guide our research on the three questions we discussed earlier?

   Students' responses could include:

   a. geography
   b. climate
   c. food
   d. clothing
   e. shelter
   f. having fun together
   g. using the land
   h. working together
   i. vegetation
   j. using water

2. Should we write on paper the information we find?

3. When we are only looking for special things, will we read the whole book or need to watch the whole filmstrip? (Not usually)

Guide the class through the use of one or more sources of information carefully. Remind them of the material they are seeking and provide adequate time for them to abstract the appropriate information.

When the use of other sources of information is introduced, precede it with a discussion of these questions:

1. What other materials would help us answer our questions?
2. How will our list of words and ideas help us to use these materials? (They guide us to look for special things.)
3. Do these materials provide any help in guiding our research; e.g. the table of contents and the index?

This process of seeking answers to specific questions will proceed slowly and on a limited basis at first. However, as the students develop the skills of research, they will be able to work more independently and through a wider range of materials.

OBJECTIVES

CONTENT

7. Having gathered information in response to questions and comparing it with thoughts previously stated about an area being studied,
   - the student will demonstrate his ability
   - to detect similarities and differences
   - by stating, in response to a series of questions, at least one similarity and one difference that he feels exists between two lists of information about the area being studied.

8. Having discussed similarities and differences between two lists of information about an area being studied,
   - the student will demonstrate his ability
   - to formulate a conclusion from ideas
   - by making a summary statement, in response to each inquiry question given earlier, that contains at least three items of information about life or conditions in the area being studied.

INSTRUCTIONAL STRATEGIES

E. (Strategy for Objectives 7 and 8)

Drawing conclusions about the questions from the information gathered.

1. Return to the charts containing the original three questions and the speculative statements made by the class. Prior to stating conclusions with the information gathered, the students should compare what they originally thought with what they found in their research. Do this by asking a series of questions that require the students to compare items and detect similarities and differences. Some suggested questions follow:
   a. Pointing to the first question, ask: What did we find out about why people live in this area?
   b. Were our original thoughts correct?
   c. How were our original thoughts alike and different than what we discovered in our research? List the similarities and differences, or put a D or an S by each thought on the original chart.
   d. Were we more right or more wrong in our first thoughts about why people live in this area?
   e. Let's write a statement that includes the most important and accurate information that we thought or that we found in our research.

2. Formulating these concluding statements is a difficult task, but the summary it provides is worth the effort. Below are some examples of what could be expected early in the year:

   > The Nomads live there because that is where they were born. They raise camels and the desert is a good place to do that because they have lots of room to move about. Also, the Nomads' friends and families live there.
   >
   > OR
   >
   > People live there because they like it. Their families are there and they seem to have fun together sometimes. They move around a lot, though, because the camels need grass and the people need water and food.

3. The process described above may be summarized by the four steps listed below:
   a. Have students list what they found in their research.
   b. Have students compare what they found with what they originally said.
   c. Have students decide if they were mostly right or wrong in their original thoughts.
   d. Have students write a statement that contains accurate and important ideas about the question originally asked.

   The specific questions the teacher asks should direct the students to accomplish these four steps.

OBJECTIVES CONTENT

During the study of these next questions, all Objectives 1-8 of this topic should be repeated and student performance evaluated.

INSTRUCTIONAL STRATEGIES

F. (Strategy for Objectives 1-8)

The process described above should be repeated for the next three questions.

1. What things (to be called "resources" as soon as possible) do the people use that they have found available in the area?
2. How do the people use the geography, climate, and resources in the area?
3. In what ways do these people work together in fulfilling their needs?

Some suggested questions to guide the speculative process while using the pictures posted: (Write these main questions and students' responses on chart paper.)

1. What things do you think these people use that they have found available in the area?
    a. What food might be found here?
    b. Are their homes built from local materials?
    c. Are the people using the land, forests, or water?
    d. Can we tell from their jobs what things they are using?
2. How do you think that the people use the geography, climate, and resources in the area?
    a. Are their villages built in special places; e.g. in valleys; on a lake; in an oasis; near some resources?
    b. How are the people using the land, climate, and resources to fulfill their needs?
    c. Do their jobs tell us anything about how they use the geography, climate, and resources?
3. In what ways do you think these people work together in fulfilling their needs?
    a. Do we see people working together?
    b. Are the women or children helping do the work?
    c. Do some people do one job and other people do different jobs?
    d. Do the people share or sell the things they produce?

Follow the process used on the first three questions when dealing with these questions. That is:

1. Abstract ideas from pictures.
2. Speculate about the answers to the questions.
3. Do research to find information about each question.
4. Compare the research with the original ideas.
5. Write new conclusions for each question.

OBJECTIVES

CONTENT

During the study of these next questions, all Objectives 1-8 of this topic should be repeated and student performance evaluated.

9. Having formulated conclusions to the nine questions given about an area being studied,

- the student will demonstrate his ability
- to generalize from a group of specific conclusions
- by presenting an oral or written statement that he feels summarizes the conditions of life in an area being studied.

INSTRUCTIONAL STRATEGIES

G. (Strategy for Objectives 1-8)

Repeat the entire process described earlier for these final three questions:

1. Do the people fulfill all their needs and wants through their own work?
2. What do these people obtain from outside their own community, and how do they get these things?
3. If these people produce more of something than they need, what do they do with the extra goods?

Some suggested questions to guide the speculative process while using the posted pictures: (Write these main questions and students' responses on chart paper.)

1. Do you think the people fulfill all their own needs and wants through their own work?
    a. What work are these people doing?
    b. What needs do they have that they might not be able to fulfill for themselves?
    c. Are the people trading products with other people?
2. What do you think these people obtain from outside their own community?
    a. Are these people trading products with other people?
    b. What are they trading and receiving?
    c. Do these people have things that we learned earlier which they do not produce themselves?
3. What do you think these people do with the extra goods they produce?
    a. Do these people trade?
    b. Do they have ways of storing goods?
    c. Do they have ways to transport goods to other communities?

As before, follow the same research process outlined in Part F of this topic in dealing with the above questions.

H. (Strategy for Objective 9)

When all nine questions have been explored by the class, a concluding activity should be planned to help students generalize about the area which they have just studied. This process of generalizing can take many forms and should be varied throughout the year. Some suggested strategies are described below:

1. Pretend that you are trying to explain life in the area just studied to someone who knows nothing about it. Make a list of the ideas you would want to include in your explanation, and, then write your explanation. Students could also record their explanations on tape.
2. Make a diary of several days of activity in the life of a person in the area studied.
3. Pretend that you are a member of the area studied; e.g. camel herder, Eskimo hunter, grasslands cowboy. Write a story that describes you and your work.

OBJECTIVES

CONTENT

Objectives 1-9 in this topic are to be repeated as each area in each region is investigated by the students. If the students investigate two areas in each of the five regions, this will mean repeating these objectives ten times during the year.

INSTRUCTIONAL STRATEGIES

I. (Strategy for Objectives 1-9)

1. The process outlined in this topic appears to be long and involved. During the study of the first region, it will be long and involved. However, as each new region is introduced, the students will bring to the study greater skills of inquiry. As their skills increase, the time and complexity of the study will decrease. Students will be learning what information to look for and, more importantly, how to look for information. Helping students to become more independent and skillful learners, will pay off in improved research techniques and greater self-confidence on the part of the student.

   As the study of regions progresses and skills improve, plan for more small-group and independent work. Place less emphasis on the questions suggested here, and more emphasis on questions that the students formulate. Encourage divergent thinking through a greater variety of activities, and emphasize your respect for each student's ability to deal with the problems and questions with which he is confronted.

2. At the close of the study of each climatic region, move to Topic III of this guide. Topic III is designed to summarize and compare the life in two or more areas of any region studied.

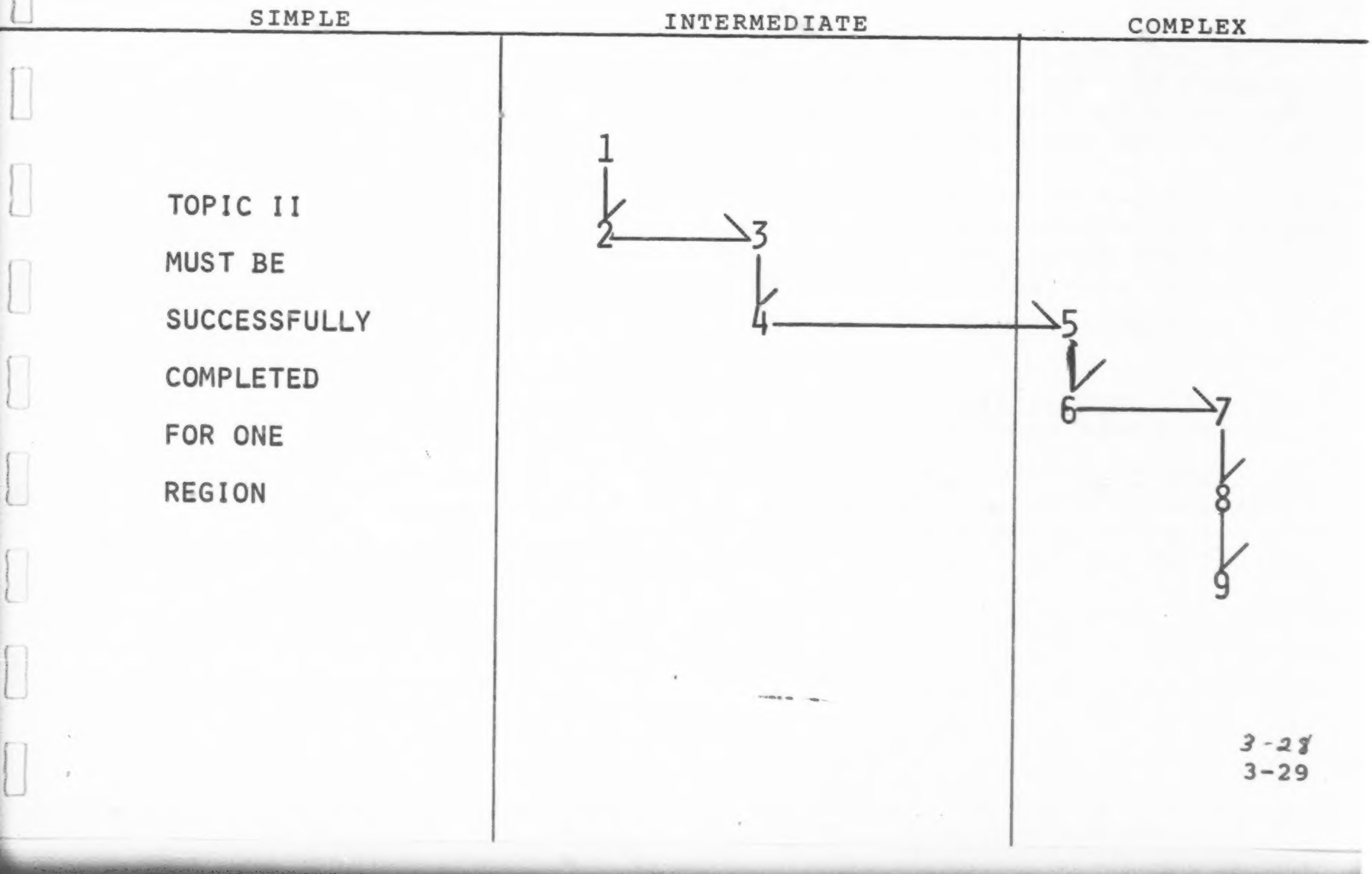
OVERVIEW: TOPIC III

This topic is to be introduced when the students have completed the study of at least two different areas that have similar climatic or geographic conditions. If the students explore all regions recommended for study in Topic II, the material that follows will be repeated five times.

The focus of this topic is on comparing the ways of life of groups who live in a common region, but who have developed differing ways of living. Often students develop stereotypes of desert people, mountain people, or some other group, when, in reality, these people are very diverse. By comparing life and living conditions of different groups, the material in this topic helps students identify the similarities and differences that exist between, what appear to be, similar people.

Nearly half the objectives of this topic ask the students to detect similarities and differences between groups. The remainder of the objectives deal with using evidence to support an idea, identifying causes, drawing conclusions, and speculating about hypothetical situations.

OBJECTIVE FLOW CHART



TOPIC III

3RD GRADE

OBJECTIVES

CONTENT

1. Given titles of two areas within a climatic region just studied,
   - the student will demonstrate his ability
   - to detect similarities between areas
   - by listing at least three items or conditions that can be found in both areas.

2. Given a list of items or conditions that are common to two areas in the same climatic region,
   - the student will demonstrate his ability
   - to detect similarities between people of different areas
   - by identifying at least two needs that people in both areas have in common.

3. Given a list of items or conditions that are common to two areas in the same climatic region,
   - the student will demonstrate his ability
   - to detect similarities and differences in life and living conditions between two areas
   - by listing at least two items or conditions that are alike and two items or conditions that are different between the two areas, and be able to explain how each is alike and different.

4. Given a series of statements about things that occur in living conditions in different areas, but with similar climatic or geographic conditions,
   - the student will demonstrate his ability
   - to recall conditions that exist and compare those conditions
   - by describing how each group does the thing stated, and whether the methods of doing the thing are similar or different in the two areas.

3

INSTRUCTIONAL STRATEGIES

A. (Strategy for Objectives 1-3)

Begin this topic by writing the names of two areas within a climatic region just studied on chart paper or the chalkboard; e.g. Sahara Desert - Australian Desert. Ask the students to list items that can be found in both areas. List these items under both titles as shown below:

Sahara Desert	Australian Desert
homes	homes
food	food
clothes	clothes
work	work
lack of water	lack of water
resources	resources
transportation	transportation
live in groups	live in groups

Ask the following questions about the two lists:

1. Of the items listed, which are needs of the people in both areas? Have students circle these on each list.
2. On both lists we have items that are found in both areas, but are these items alike; e.g. are the homes the same, are the clothes the same? For each item that is similar in both areas, have the students write an S on that line between the two lists and explain how that item is similar in both areas.
3. Looking at the unmarked items, does this mean, even though all these other things are found in both areas, that they are different?
4. Take each set of items and have students explain how they are different in each area. For example: In the Sahara, people use camels for transportation. In the Australian desert the people carry all their things themselves.

B. (Strategy for Objective 4)

After the comparison of the lists is completed, use the following procedure to compare any important characteristics that the students may have overlooked.

Say: I am going to put a series of things on the board. I want you to decide if each of these things is done the same way in both areas. On a piece of paper you will write "S," if both groups do the thing the same way. Write "D," if they do it differently.

1. The people get their own food.
2. People in the community help each other.
3. People use tools in their work.
4. People produce things they need.
5. Women and children work.
6. People trade with people outside their community.

Other items from the list in Part A should be included here, if the students do not put them on that list.

OBJECTIVES

CONTENT

5. Having considered the similarities and differences between two different areas that have similar climatic and geographic conditions,

   - the student will demonstrate his ability
   - to draw conclusions from information gathered
   - by stating whether he believes the two areas are more alike or more different, and be able to cite evidence to support his position.

6. Having identified similarities and differences between two different areas that have similar climatic and geographic conditions,

   - the student will demonstrate his ability
   - to identify multiple factors that cause similarities and differences
   - by explaining what causes at least one of the similarities and what causes at least one of the differences that exist between the two areas.

7. Having discussed ways of living in two different areas that have similar climatic and geographic conditions,

   - the student will demonstrate his ability
   - to accept merits of different ways of life
   - by making a statement, in response to a question of which is best, that shows acceptance of some qualities of both groups. The statement should include words like: neither, both are good, or for that area....

INSTRUCTIONAL STRATEGIES

C. (Strategy for Objectives 5-9)

If dissimilar areas in the same climatic region were originally explored by the class, as was recommended at the beginning of Topic II, the students should have a long list of differences between the two areas. Complete this study by considering the following questions:

1. Are these two areas more alike or more different?
2. Considering the differences between both areas, which ones are the most important in your mind? Why?
3. Since both areas are in the same climatic region, shouldn't they be a lot alike?
4. They are alike in many ways; e.g. same needs, organize in groups, etc. Why do these similarities exist?
5. If the climate of both areas is similar, what causes so many differences between the areas? Answers to this should refer to resources, customs, tools, types of work.

6. Which group has the best ideas about how to do things?

OBJECTIVES

CONTENT

8. Given a hypothetical situation about a group moving from one area to another area with similar climatic or geographic conditions,

   - the student will demonstrate his ability
   - to speculate about a hypothetical situation based on evidence available
   - by stating how possible he feels it would be for a group in one area to survive in another area, and cite evidence about the people's ways of living that he feels supports his belief.

9. Given a series of statements with varying degrees of accuracy about ways of living in an entire climatic or geographic region,

   - the student will demonstrate his ability
   - to use evidence to support a position
   - by stating his agreement or disagreement with at least one statement and cite evidence from his study of that region to support his position.

INSTRUCTIONAL STRATEGIES

C. (Cont.) 7. Could the people in one area survive if they had to live in the other area? Why or why not?

8. Based on what we know about life in these two areas, what do you think about the accuracy of these statements?

   a. All people in deserts live the same way.
   b. People in the desert have similar needs, but they fulfill them in different ways in different areas.
   c. People in deserts use their resources to help fulfill their needs.
   d. People in deserts do not depend on other communities for things they need and want.

All the questions and statements in this section are designed to help students verbalize the diversity, yet similarity, of people who live in many areas with similar climatic and geographic conditions. All groups have similar basic needs, but they use different methods and resources to fulfill these needs. All groups organize their communities to produce their needs and wants, but they often organize and carry out life activities differently.

Use questions similar to these as the students investigate the four other climatic and geographic regions during the year. Each time, these questions will help students review the areas studied. In addition, the questions make good evaluation devices for determining the knowledge that students have gained and the conclusions that they have drawn about the areas.

Nothing will ever be attempted
if all possible objections must be
first overcome.

Samuel Johnson

GENERAL OVERVIEW: GRADE 4

The Education Department of New York State recommends that elementary students begin their first study of large, complex regions of the world with the study of the Western Hemisphere. It has been recommended that this study begin in the 5th grade and expand in the 6th grade to include Europe and the Middle East.

The size and complexity of the study of the Western Hemisphere has always presented a challenge to the planning capabilities of the 5th grade teacher. Often, the task has been considered so huge, that covering the material was reduced to a geography and products travelogue of our nation, with the remainder of the hemisphere being skimmed in whatever time was left at the end of the school year. This curriculum guide proposes a plan to avoid that approach, by dividing the study of the Western Hemisphere between the 4th and 5th grades. This decision by the authors was made only after careful consideration, and consultation with teachers in the classroom.

The final decision was based on the following factors. First, during the primary years, the student has studied his family, his neighborhood, his community, and communities around the world. To switch, in grade four, to a biographical study of American History, breaks the spiral approach of studying constantly larger and more complex contemporary communities. Second, the fourth grader is "now-oriented," and therefore, should be exploring contemporary American society, before trying to understand its past. Third, the study of the entire Western Hemisphere cannot possibly be explored and understood in one academic year. Fourth, since 5th grade is the only opportunity students have, in the entire social studies program of our State, to study Canada and South America, time should be provided to accomplish that study carefully and thoroughly. Fifth, when studying world regions, students should begin with their own nation and expand outward, just as they did with community studies at the primary level. Finally, the biographical approach to American History provides only limited opportunities for students to develop the powerful concepts and generalizations they need to deal with the world as it is today. For all of these reasons, the authors strongly recommend that the study of the Western Hemisphere be presented at two grade levels: Contemporary United States in grade 4, and Contemporary Canada and Latin America in grade 5.

GENERAL OVERVIEW: GRADE 4 (Cont.)

Topic I introduces the students to the concepts of patterns of time and patterns of space, and the factors that shape these patterns. Beginning with himself, the student identifies his own patterns of time and space. Next, he explores the patterns that some adults follow. Finally, he investigates the patterns of time and space in his community. All these patterns are then molded together by the consideration of factors in the environment; in people's heritage; in their goals that act to shape their lives and communities.

Topic II concentrates on the study of regions of the United States. People, their communities, and their activities are explored through patterns of time and space as they are shaped by environmental and personal factors. Searching for the essence of life in a region, by investigating representative areas of that region, is the goal of these studies. State-by-state or industry-by-industry studies are purposely discouraged, to avoid uncovering masses of trivia.

This second topic also introduces the class to a method for inquiry. Although somewhat simplified, the model is consistent with inquiry models used in later grades. At the same time, it provides the fourth grader with a reliable process for focusing on the significant questions and ideas of social studies, at his level of maturity.

Topic III returns the student to his own community to consider its future. Through the introduction of the concept of change, students take a new view of their community and propose new patterns of time and space which they would like to see occur in the future of their own home area. The introduction of the concept of change is also made in preparation for the 5th grade study of our changing neighbors in the Western Hemisphere.

Each individual topic of this guide begins with two elements which the teacher should explore carefully. First, is a specific overview of the topic that follows. In these introductions, the authors have focused on the specific content and skills around which class planning should evolve. The second element is a flow chart of objectives for the topic that follows. A detailed description of the purpose and use of these charts can be found in the introductory pages of this guide. If you have not already read that description, please refer to it before you begin implementing any topics at this grade level.

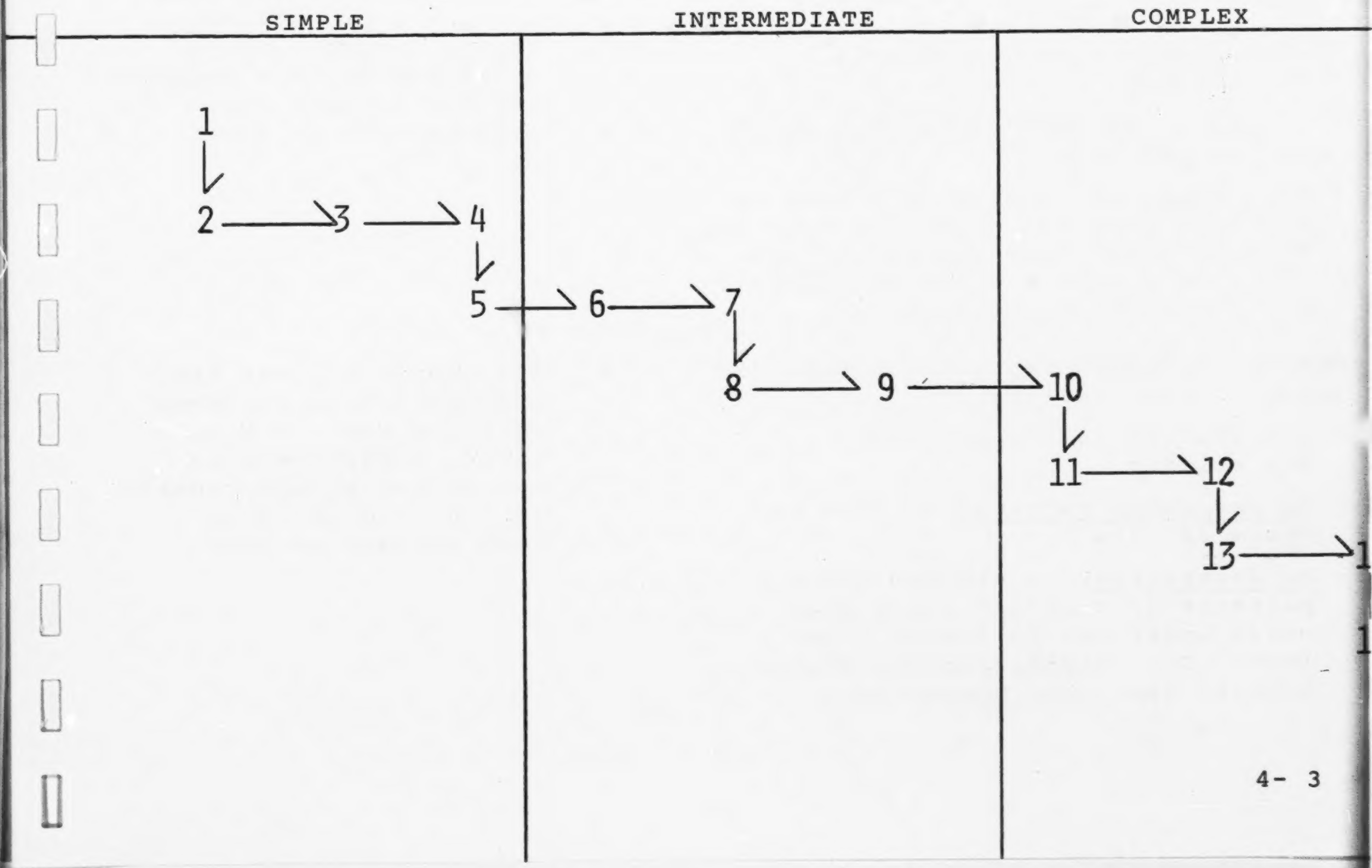
OVERVIEW: TOPIC I

The study for the 4th Grade is introduced through the exploration of several concepts around which the year's program will revolve. The activities or people—economic, political, and social—are organized into patterns of time and space use. These patterns are the result of a series of factors that act in varying degrees on the community and its people.

This topic starts with the student and the patterns of his own life. When these have been explored adequately, the concepts are extended; first to adults, then to their community as a whole. Finally, the students are asked to verbalize and illustrate these concepts in preparation for Topic II.

The skills introduced or developed in this topic deal with the ability of the student to recognize concepts that exist in his life and that of his community. Next, he is expected to draw conclusions, based on the conditions that exist, and, having observed their repetition in several situations, to formulate generalizations to be applied to later studies.

OBJECTIVE FLOW CHART



OBJECTIVES	CONTENT
1. Having collected information about activities in his own life, - the student will demonstrate his ability - to group information in proper sets - by categorizing activities of his life, accurately, under labels dealing with time periods such as: day, night, weekday, weekend, etc., when directed to do so by the teacher.	
2. Having collected information about the location of activities in his own life, - the student will demonstrate his ability - to group information in proper sets - by categorizing the location of activities of his life, accurately, under labels dealing with spaces such as: home, school, community, etc., when directed to do so by the teacher.	
3. Having collected information about the location of activities in his own life, - the student will demonstrate his ability - to recognize conditions that exist in his own life - by listing at least five places in his life that are generally used for special activities and restricted from use for most other activities; e.g. gym, classroom, bedroom, etc.	3. All people's lives are organized into patterns of time use. The patterns, though varying occasionally, are repeating and regular over long periods of time.
4. Having discussed patterns of time and space in his own life, - the student will demonstrate his ability - to recognize patterns of time and space in life - by describing, in his own words, patterns of time and space that occur under the following headings: Day, Night, Summer, Winter, School, Home, and Community.	4. All people's lives are organized into patterns of space use. The patterns, though varying occasionally, are repeating and regular over long periods of time.

INSTRUCTIONAL STRATEGIES

A. (Strategy for Objectives 1-6)

Begin by having students keep a diary of their activities for one week. Have them use a separate page for each day, in the form shown in Document 1 of the Appendix at the end of this grade level. The "Activity" column should include the major activities of the day such as: meals, school, study, work, play, T.V., sleep, travel, etc. The "Place of Activity" column should describe the location of the activity as specifically as possible; e.g. kitchen, music room, gym, classroom, playground, yard, living room, bedroom, bus, car, sidewalk, etc. Begin this activity diary so that students will have at least two days of using it in school before a weekend, so they understand how it is to be done.

When the diary is completed, have each student line up his seven pages across his desk. Discuss the following about the student's patterns of time:

1. What activities take up the greatest time of every weekday? (sleep, school)
2. On what other activities do you spend time each day? (list these on the board)
3. Do these activities occur at about the same time everyday?
4. How do you spend your time on weekends? (list on the board)
5. What differences do you see between weekdays and weekends?
6. Is the time in your life organized into any patterns that are recognizable and repeating? Give examples of these patterns of time; e.g. school, sleep, meals, travel, etc.
7. Is the weekday pattern different from the weekend pattern?
8. What activities are restricted specifically to the following:

   a. weekdays - weekends
   b. days - nights
   c. morning - afternoon

9. In what ways do we divide the time we have in our lives? (hours, days, weeks, months, seasons, years, etc.)
10. Is time used about the same way by all the students in this class? (the large time blocks are similar; e.g. school, sleep, weekends, vacations)

Discuss the following about the students' patterns of space:

1. Have students make three columns, and group the location of activities under, Home, School,

OBJECTIVES

CONTENT

5. Having discussed patterns of time and space in his own life,
   - the student will demonstrate his ability
   - to recognize patterns of time and space in life
   - by listing at least two patterns of time and two patterns of space that do not occur in his own life.

6. Having discussed patterns of time and space in his own life,
   - the student will demonstrate his ability
   - to formulate a conclusion from ideas
   - by making a summary statement that accurately explains how the lives of all the students in his class are organized or patterned.

INSTRUCTIONAL STRATEGIES

A. (Cont.) and other. How much time is spent in each place?

2. Where do you spend the greatest amount of your time? (home, school)
3. In the home or school do you do certain things in special places; e.g. gym, playground, classroom, bedroom, kitchen, living room?
4. Do other locations have special uses; e.g. the bus, sidewalk, garage, church, park, cellar, barn, store?
5. If we observed the use of these places for a month or a year, would the activity that goes on there change much?
6. Do we have certain places that are used only by certain people? Give some examples; e.g. school children, men's rooms, ladies' rooms, bedrooms, gas stations, etc.
7. Do we have certain times to use certain spaces; e.g. bedroom, school bus, school, stores, kitchen?
8. Are the spaces in your life organized into any patterns that are recognizable and repeating? Give examples.

Summarize these ideas about patterns of time and space.

1. Do you organize the time in your life into patterns?
2. Make four columns on your paper with headings of: Day, Night, Summer, and Winter. Describe the general patterns of time used for each heading.
3. Are the spaces you use in your life organized into patterns?
4. Make four columns on your paper with headings of: School, Home, Community, and Other. Describe spaces you use in each place.
5. To show that time and space patterns are important, have students make up uses of time and space that don't usually occur; e.g. sleep in the garage, go to school at night, cows at a gas station.
6. Do patterns of time and patterns of space mix together in your lives; e.g. day to school, night to sleep, lunch in the cafeteria?
7. Make a summary statement that explains how the lives of all students in this class are organized or patterned. An acceptable summary statement:

> We spend certain times of the day in certain places.
>
> OR
>
> We have special times and places to do certain things.
>
> OR
>
> Our lives are arranged by times and places.

OBJECTIVES	CONTENT
7. Having collected information about activities in the life of some adult, - the student will demonstrate his ability - to recognize patterns of time and space in life - by stating examples of time and space patterns in an adult's life, under several headings when directed to do so by the teacher; e.g. Work, Recreation, Meals, Sleep, Transportation.	7. As with students, adults also follow organized and repeating patterns of time and space use. Although these patterns are similar to that of the students in many ways, adults follow different patterns because of varying factors, such as work, and rights not extended to children.
8. Having discussed patterns of time and space in the lives of adults, - the student will demonstrate his ability - to recognize patterns of time and space in life - by listing at least two patterns of time and two patterns of space that are not likely to occur in the lives of adults.	
9. Having discussed patterns of time and space in the lives of adults, - the student will demonstrate his ability - to formulate a conclusion from ideas - by making a summary statement that accurately explains how the lives of adults are organized or patterned.	

INSTRUCTIONAL STRATEGIES

B. (Strategy for Objectives 7-9)

For the purpose of comparing the student's life with someone not in school, have the students select some adult, and speculate about that person's patterns of time and space. Many of the questions asked about the student's life can be repeated for the adult. They should make lists of time and space use under headings of: Weekdays, Weekends, Day, Night, Working, Not Working. After the lists have been completed, discuss:

1. Does your adult friend organize the times in his life into any recognizable and repeating patterns? Give examples.
2. Does any student have an adult friend whose life is not organized into some time pattern?
3. Does your adult friend organize the spaces in his life into any recognizable and repeating patterns; e.g. work, bedroom, bowling, etc.?
4. Does any student have an adult friend whose life is not organized into some patterns of space?
5. To reinforce the idea of adults using definite patterns of time and space, have students make up examples of adults use of time and space that are unlikely to happen; e.g. grandfather in fifth grade, mother sleeping in a crib, woman baseball player.

	OBJECTIVES		CONTENT
10.	Having constructed a model of his community, - the student will demonstrate his ability - to recognize patterns of time and space in his own community - by categorizing at least five places in his community that represent patterns of space use, and at least five time periods in his community that represent patterns of time use.	10.	All communities are organized into patterns of time and space use that are highly regular and repeating.
11.	Having discussed patterns of time and space in his own community, - the student will demonstrate his ability - to recognize patterns of time and space use in his own community - by explaining in his own words, why at least two patterns are reasonable or unreasonable when examples are given by the teacher.		
12.	Having discussed patterns of time and space in his own community, - the student will demonstrate his ability - to formulate a conclusion from ideas - by making a summary statement that accurately explains how the community organizes its life around patterns of time and space.		

INSTRUCTIONAL STRATEGIES

C. (Strategy for Objectives 10-12)

Having explored the organization of time and space patterns in the lives of the students and some adults, move now to studying these patterns in the present community. To make this experience very concrete, have the class construct a large map of their community on chart paper or clear plastic. Lay the map out flat and place on it the buildings and open spaces. Playskool Village or Kinder City blocks work well to show the actual buildings. When this has been completed, analyze the uses of space and time patterns in the community. The questions can be extensive, but here are some key points:

1. Space patterns found in the community:
    - a. business district
    - b. parks
    - c. school areas
    - d. roads
    - e. residential
    - f. dump
    - g. churches
    - h. industries
    - i. fire department
    - j. post office
2. Time patterns used in the community:
    - a. work time
    - b. church
    - c. business hours
    - d. school time
    - e. recreation
    - f. movie theater
    - g. vacations
3. Many questions asked in Parts A and B apply to the study of the community patterns of time and space. Additional questions, such as the following, should reinforce the concepts.
    - a. Why not put the dump closer to the village?
    - b. Why is our community in the valley and not on top of a mountain?
    - c. Why not work nights and sleep days?
    - d. To reinforce the concepts, students should give examples of community time and space use that probably would not occur.
4. Have the students make a summary statement that explains how the community organizes its life around patterns of time and space.

OBJECTIVES

CONTENT

13. Having made summary statements about the patterns of time and space in his life, an adult's life, and the community,

    - the student will demonstrate his ability
    - to formulate generalizations about patterns of time and space
    - by listing at least three reasons why people organize time and space into patterns of use and be able to cite one example for each reason.

INSTRUCTIONAL STRATEGIES

D. (Strategy for Objective 13)

The students have now made summary statements about patterns of time and space in several activities. It is now time to generalize about man's organizing patterns. Discuss the following questions:

1. Do we have reasons for organizing our lives and communities the way we do?
2. Why are the patterns of time different for you and your adult friend? Are your uses of space and time done for the same reasons?
3. Supposing we didn't have common times for school, business hours, or sleep, what would life be like?
4. Would our use of time change if we had more hours in the day? Give some examples.
5. What does the 24-hour day force us to do with the time we have available? (organize)
6. Are there spaces we don't use very much? Name some places in the world which man uses only a little; e.g. ocean, desert, high mountains. (limited space)
7. Why must we have roads? Why not just drive on people's lawns and through the fields? (order and management of our space)

These questions are designed to have students verbalize at least three reasons for organizing time and space into patterns of use:

1. We have limited amounts of usable time and space. Therefore, we organize to use most efficiently what we have.
2. We want an orderly and manageable society. We need patterns so people can handle and understand the order of society.
3. We all have goals we are seeking to accomplish. School is for educating our youth. Work is done to obtain an income. Roads are built to permit people to travel.

Add other questions until the students can verbalize these reasons, and be able to state several examples of each.

OBJECTIVES	CONTENT
14. Having discussed reasons for organizing time and space into patterns of use, - the student will demonstrate his ability - to recognize cause and effect relationships - by listing five factors that act to shape patterns of time and space and be able to cite one specific example of each factor acting on his own community.	14. Five factors that act to shape patterns of time and space: a. The geography of the area shapes land use, and affects transportation time and structure. b. The climate of the area shapes land use, growing seasons, much of the way we dress, build buildings, and spend leisure time. c. Human and natural resources as used here includes: people, educational systems, tools, technology, skill of workers, as well as minerals, wildlife, soil, timber, and other natural resources. d. Customs and heritage are used interchangeably, to describe those beliefs or ideas in one's culture that are learned and passed on from one generation to the next. e. People's goals are those things they strive to accomplish. Many goals are intermediate steps to longer range goals; e.g. moving from one grade level to another in quest of an education, or working to earn money to support a family.

INSTRUCTIONAL STRATEGIES

E. (Strategy for Objectives 14 and 15)

Factors Influencing Patterns of Time and Space

We have now considered the patterns of time and space as they occur in our lives, adult lives, and our community. Now, let us consider what things help to shape our use of time and space.

1. Earlier we made up examples of the uses of time and space which we thought were funny because they are not likely to happen. Why aren't they likely to happen in our community?
   a. We don't expect to see cows in a gas station in our community, but in cities of India it is not uncommon. Why? (customs or heritage)
   b. You go to school ten months a year for as much as thirteen years, but many students in the world go to school only a few years or not at all. Why? (customs or heritage)
   c. Why do adults work instead of going to school? (goals)
   d. Why do businesses group together in a community? (goals)
   e. Why do we ski in winter and not in summer? (climate)
   f. Why don't we wear heavy clothing in the summer? (climate)
   g. Why isn't our community built on a mountain top? (geography)
   h. How many of you are (or know) expert surfboard riders? (geography)
   i. In South America, some communities are built in high mountains. What would cause those people to live there? (human and natural resources)
   j. Why are communities on the ocean often fishing or vacation places? (human and natural resources)
2. Each of the questions above is designed to focus students' attention on one of the five factors that help to shape man's use of time and space. The teacher should add other questions until students can verbalize all five factors. Keep the examples as close to the students' personal experiences as possible. The students will demonstrate an acceptable knowledge of these factors, when they can list one example of each factor affecting the time and space patterns of their own lives. Statements like the following are adequate:
   a. Our farm is outside of town because we need lots of land.
   b. I just bought a new winter coat.
   c. Every town I've been in has several churches.
   d. People around here have to travel a long time to be able to swim in the ocean.
   e. My father works to get money to feed our family.

OBJECTIVES CONTENT

15. Having discussed patterns of time and space in a variety of situations,
    - the student will demonstrate his ability
    - to recognize patterns of time and space in life
    - by collecting a series of pictures that accurately depict at least one pattern of time or space, and grouping these under an accurate label of his own choice.

INSTRUCTIONAL STRATEGIES

E. (Cont.) 3. As a conclusion to the introduction of the concepts of patterns of space and time, and the factors that influence the patterns, have students make a montage. This montage should include pictures that are examples of time or space patterns similar to the student's own environment, and could be entitled: Patterns of Space in the Home, Patterns of Time in the Community, Patterns of Space Used by Children, etc. On the back of the montage, have the student list at least five factors that shape or influence the patterns shown in the pictures. These lists could include the following examples:

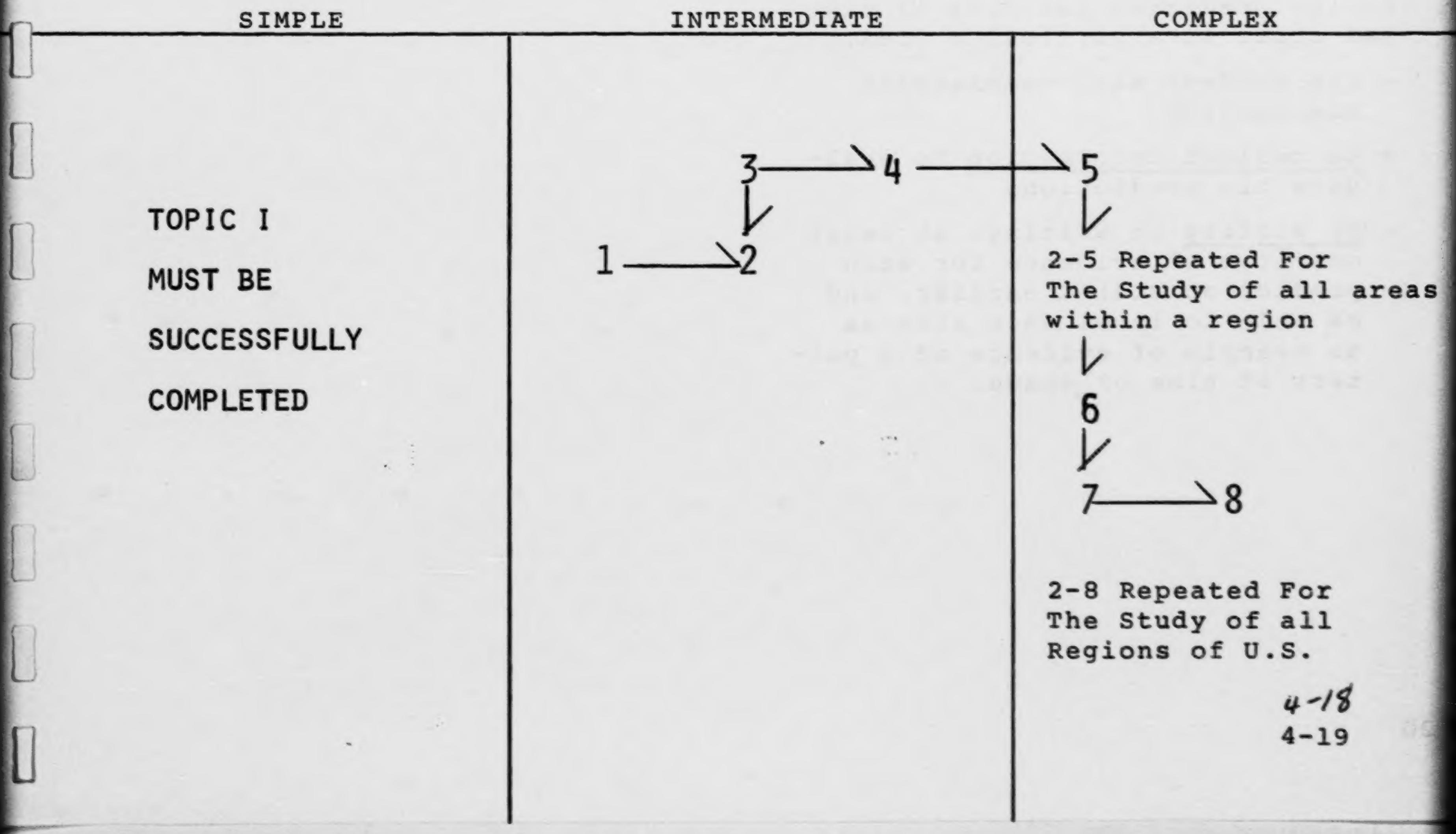
a. The people are working to get money for food.
b. The city is built near a good harbor.
c. These farms need land to raise cattle.
d. The students are studying history.
e. The mountains make a good place to ski.

OVERVIEW: TOPIC II

The concepts introduced in Topic I are the central theme for the study in this topic of contemporary United States regions. Dividing the United States into regions, the students are asked to apply the concepts of time and space patterns found in each. The purpose is to explore the activities of our nation in all its diversity and strength, without losing sight of our people and our communities.

Running concurrently with the exploration of the regions of the United States, is the introduction and development of a simplified model for inquiry. Students begin the study of each region by predicting what they expect to find, and formulating questions to guide the inquiry. This is followed by collecting information and categorizing it into manageable bundles. Finally, the predictions are evaluated in light of the information collected, and generalizations that summarize what was discovered are to be formulated. The emphases, throughout the study, are on use of a variety of sources, reinforcement of the concepts, and model for inquiry. Without these concepts and the model, the study is reduced to making and memorizing maps of United States' geography and products.

OBJECTIVE FLOW CHART


SIMPLE
INTERMEDIATE
COMPLEX
TOPIC I MUST BE SUCCESSFULLY COMPLETED
1
2
3
4
5
2-5 Repeated For The Study of all areas within a region
6
7
8
2-8 Repeated For The Study of all Regions of U.S.

OBJECTIVES CONTENT

1. Given a series of pictures that depict a variety of patterns of time and space,
   - the student will demonstrate his ability
   - to apply concepts learned in one situation to other situations
   - by stating, in his own words, how common are patterns of time and space in areas beyond his own community, and be able to cite evidence to support his position.

2. When asked about time and space patterns in an area with which he may have only limited knowledge,
   - the student will demonstrate his ability
   - to hypothesize about patterns of time and space in another area
   - by making predictions, in response to several questions, that he believes accurately describe patterns of time and space in an area based on his present knowledge.

3. Having predicted patterns of time and space in a particular area,
   - the student will demonstrate his ability
   - to collect information to evaluate his predictions
   - by stating in writing, at least one item of evidence for each prediction stated earlier, and be able to label each item as an example of evidence of a pattern of time or space.

INSTRUCTIONAL STRATEGIES

A. (Strategy for Objectives 1-5)

Begin by displaying the montages which students completed in Topic I. Have students look at these carefully and discuss:

1. We have looked at a variety of examples of man's use of time and space patterns. Which of these patterns we see, here, would you expect to see if you studied areas beyond our community? List these on the board.
2. Which patterns of time and space shown in these montages, would you not expect to see any place else, except in that picture? (none)
3. Pointing to a map of the Atlantic Coastal Plain of the United States, say: I have selected from this region of our country, three places to study. (For the sake of clarity, this guide will use: cities, New England Coast, and a Southern agricultural area. These areas need not be a specific place; e.g. New York City, but can include all the urban areas of the region such as Philadelphia, Washington, New Jersey, Baltimore, etc. The teacher may select different examples, but she should choose examples that represent significant areas within the region.)
4. As we begin the separate study of these three areas, let's try to predict what patterns of time and space we might expect to find. Some questions to guide the prediction process for cities:
    a. Will we find spaces used for work, recreation, homes, transportation, education, religious worship?
    b. What different kinds of work space might we find?
    c. Will we find unused or open spaces?
    d. Will cities be located in special places; e.g. on a river, or on a mountain top?
    e. Will we find patterns of time; e.g. work time, business hours, weekdays, weekends, seasons?
    f. What different kinds of work will people be doing?
    g. Will we find growing season (pattern of time) to be important in the city?
    h. What factors discussed earlier probably affect the patterns of time and space in the cities; e.g. geography, climate, human and natural resources, customs, or goals?
    i. Which factors will probably be most important in shaping the patterns of time and space in the city?

Students could begin the investigation of patterns in the city by collecting a series of pictures they feel are representative of life and patterns in the city. Arrange these on a bulletin board under various titles such as: patterns of work space, patterns of transportation space, patterns of work time, seasons, etc. After students have investigated city life more thoroughly, they may select the most representative pictures from the bulletin board, and arrange these in a permanent montage.

Have students investigate a variety of sources to locate the information asked for, by the above questions. Films about cities would be a good method for large group study during these early

OBJECTIVES

CONTENT

4. Having stated evidence of time and space patterns in a particular area,
   - the student will demonstrate his ability
   - to recognize cause and effect relationships
   - by listing one factor, from the five stated earlier, that acts to shape each time and space pattern identified for the particular area being investigated.

5. Having collected evidence of time and space patterns of a particular area,
   - the student will demonstrate his ability
   - to evaluate previously stated predictions
   - by comparing the collected information with the stated predictions, and revising the statements so that they accurately describe the time and space patterns of the area under investigation.

INSTRUCTIONAL STRATEGIES

A. (Cont.) efforts, and the questions will provide the focus for gathering specific information. Books, filmstrips, pictures and newspapers will also provide much information.

6. When students have been given adequate time to collect the information, hold a class discussion of what facts about patterns of time and space have been found. As students submit information about city life, ask them to tell what special patterns of time or space each represents; e.g. transportation space, work space, work time, school space, recreation space, etc. The student could tell about major league stadiums, and say these are examples of recreation space that are used at special times for particular sports; e.g. baseball and football.

7. Carefully consider factors of climate, human and natural resources, geography, customs, and goals that act to shape the patterns of time and space in the city. The class should be able to list at least one of these for each pattern identified. Some examples of factors that shape patterns of city life:

   a. located on a river or harbor - geography
   b. resort city - climate
   c. close building space pattern - limited land
   d. government center - goals
   e. city parks or stadiums - customs

   Which of these five factors seems most important in shaping the patterns of time and space in cities? Possible answers include:

   a. Geography - The city's location on a harbor has shaped its manufacturing and commercial activity.
   b. Goals - The city was built as a center for government.
   c. Climate - The city is an important vacation or resort city.

8. Finally, compare the predictions stated earlier about cities, with the information gathered.

   a. Were our predictions accurate?
   b. Which pictures on our bulletin board are most like the information we gathered?
   c. Let's select the best pictures from our bulletin board and make a new one entitled; City Life: Patterns of Time and Space.
   d. After the bulletin board has been made, let's write new statements that tell more accurately, what time and space use patterns are like in the city, and include the factors we have decided affect those patterns. These statements do not have to be in paragraph form. Just a series of sentences about Patterns of Time Use, Patterns of Space Use, and factors that act to shape these patterns, will suffice. Later, students could organize these into similar paragraphs of Time, Space, and Factors. Save a master list of these statements for comparing with other areas of the region after they have also been studied.

OBJECTIVES CONTENT

Objectives 2-5 of this topic apply to the process outlined here in Part B.

6. Having made a series of statements about patterns of time and space in several areas of a region,
   - the student will demonstrate his ability
   - to recognize similarities and differences
   - by listing, in response to a series of questions, at least one similarity and one difference in time and space patterns that exist between two or more areas studied within a region.

7. Having listed similarities and differences of time and space patterns in several areas of a region,
   - the student will demonstrate his ability
   - to recognize cause and effect relationships
   - by stating at least one factor that acts to shape each similarity and difference listed and being able to state, in his own words, the degree of importance of each factor cited in relation to the other factors.

INSTRUCTIONAL STRATEGIES

B. (Strategy for Objectives 2-5)

Following the exploration of one area in a region, the attention of the class should be directed toward the second area; in this case either the New England Coast or a Southern agricultural area. The process used for investigating the cities should be carefully repeated. The questions discussed about cities should be used, by substituting the name of the new area. Use of consistent questions and a standard process for inquiry will provide the students with the skills they need to become more independent researchers. The inquiry steps to follow are presented below in condensed form:

1. Pose questions about patterns of time and space to be answered about the area.
2. Predict possible answers to these questions.
3. Explore a variety of sources to gather the information needed.
4. Pool the information found, and categorize it into patterns of time and patterns of space.
5. List the factors that affect each pattern identified in the area.
6. Compare the information with the predictions made earlier, and revise the statements about patterns of time and space so they are accurate for the area.

C. (Strategy for Objectives 6 and 7)

Comparing and Contrasting Patterns of Time and Space within a Region.

When a series of areas within a region have been explored and statements about patterns of time and space in each area have been established, comparisons and generalizations can be made about the whole region. This process needs to be done slowly and carefully. Begin by comparing two areas of the region and add the third area afterward.

Questions for making comparisons should include:

1. What patterns of space use are similar in these areas?
   a. Work - Are the same products produced? How does each pattern its space use? Students may need to illustrate some of these patterns on paper; e.g. a harbor area versus a cotton farm, or a clothing factory versus a potato farm in Maine.
   b. Recreation - Where do we find major league teams, ski areas, camping areas, theaters, hotels, etc.?
   c. Transportation - How do locations and types of roads, streets, airports, trains, and buses compare?
   d. Education - Are public school sizes and availability of colleges similar?
2. How do unused or open spaces compare between one area and another; e.g. cities and agricultural area?
3. What patterns of time use are similar in these areas?
   a. Is the growing season as important in cities as in the farm land of New Jersey?
   b. It has been said that the city never sleeps. How does this compare to farm areas.
   c. Are there seasons in these areas? How do they affect recreation; e.g. Do people go to the mountains to ski in the

OBJECTIVES CONTENT

8. Having listed the similarities and differences of time and space patterns in several areas of a region,
   - the student will demonstrate his ability
   - to formulate a generalization from a set of facts
   - by making a summary statement that describes what patterns of time and space are like in any region under investigation.

C.
ont.)

summer, or go to the city to see a baseball game at Christmastime?

d. Do people in smaller towns work weekends and nights, as many people in the city do; e.g. a potato farmer and a policeman on night duty?

e. If you were on vacation and went to the city, would your use of time to vacation cause some people in the city to work?

4. For comparing factors that affect patterns in two areas or a region, make four columns on a page as follows:

Cities		New England	
Time & Space Use	Factors That Shape	Time & Space Use	Factors That Shape
Harbor Clothing Factory	Geography Clothing Business Center (goal)	Vacation Area Lumbering	Geography Resources (Natural)

In these columns, ask students to list significant patterns of time and space use, and next to each, the factor that helps to shape that pattern. Two examples are shown in the diagram above. Discuss which factors seem to have the greatest impact in shaping time and space patterns in each area. This will probably include several factors, because most areas are complex mixtures of time and space patterns. The complexity should not deter the efforts of comparing, but should show the need to weigh many factors carefully before generalizing.

D. (Strategy for Objective 8)

Generalizing about Patterns of Time and Space Use in a Region.

When significant time has been spent comparing patterns of time and space in a region, the students should begin to generalize about the region. Obviously, by studying only three areas, there is a possibility of oversimplification through generalizing. On the other hand, it offers an opportunity to understand the real value of a generalization. It is not a complete statement, but a bundle of significant ideas that must be considered tentative and flexible, and they are always open to review and modification. From the teacher's point of view, since it is not possible to cover all areas of the region, the areas selected for study must represent significant examples of life in that region. The resultant generalizations formulated by students will not be easy to do. They take careful consideration and precise wording. A generalization for each region will easily fill a written page. On the other hand, if students do not develop the skill of generalizing, they will be overpowered by isolated ideas and facts that are easily forgotten or of only limited value as points of reference to study other areas.

OBJECTIVES	CONTENT
Objectives 2-8 of this topic apply to the study of all regions of the United States and should be carefully developed and evaluated during the study of each region.	

INSTRUCTIONAL STRATEGIES

E. The process outlined for the study of the Atlantic Coastal Plain should be repeated for all regions of the United States. Since texts, films, and curriculum guides vary with respect to the regional divisions they recommend, it is the teacher's prerogative to establish regions for study that she feels are manageable. When selecting these regions, be aware of the time available for study, and the characteristics of the region. The region should be large enough to include a diversity of areas, yet small enough to permit useful generalizations to be stated. The following would be a reasonable regional division of the United States:

1. The Atlantic Coastal Plains
2. The Piedmont Plateau and Appalachian Mountains
3. The Great Lakes - Mississippi River Lowland
4. The Great Plains
5. The Western Mountains and Plateaus
6. The Pacific Coastal Region

All the objectives 2 through 8 apply to the study of each of the regions listed above.

F. Although the process for investigating each region of the United States should remain uniform, the introductory activities may vary greatly.

The approaches described below are three suggestions that may be used prior to student predictions.

1. Display a variety of pictures of the region to be studied. Ask students to predict patterns of space and time based on the information in the pictures. For example, pictures showing expansive, flat farm land; cities; cattle grazing; oil wells; intense winter storms; modern farm machines to provide the introduction upon which predictions about the Great Plains could be made.
2. Present case studies about several parts of the region that describe life and activity there. Have the students list the patterns of time and space use that the studies suggest, or have them gather pictures they feel represent the areas described.
3. Begin the study of a region by presenting its essential climatic, geographic, human and natural resource characteristics. Have the students predict the patterns of time and space that are likely to occur, based on these factors. The predictions can then be evaluated, after areas of the region have been more closely explored.

Adequate information about a subject is never found in just one book or film. Provide a variety of sources and plan so that, during the year, students will use all these. Skills in abstracting information by seeing, listening, and reading are all important and all different.

Students should expand their skills of working with others. In the beginning, students may work as a class, but eventually this deployment should change. Working in groups with a variety of classmates, and working independently, offers the opportunities to develop group skills and confidence in one's individual abilities.

OVERVIEW: TOPIC III

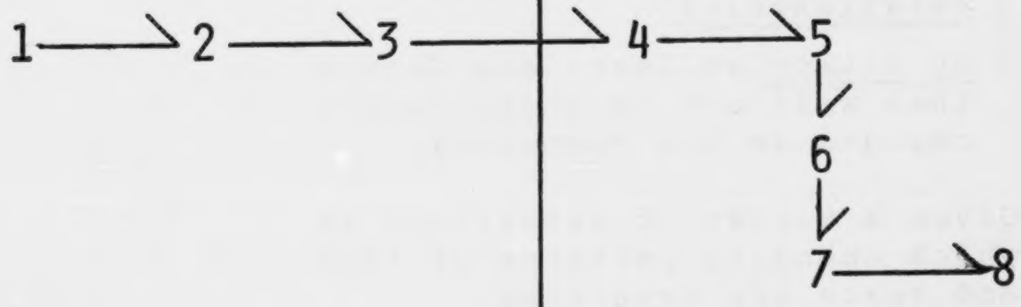
Having explored patterns of time and space as they exist in his community and in his nation, it is now time for the student to look forward. This topic asks students to focus in just that direction, by speculating about the future, based on evidence in the present. The area to explore will be his own community, and the concept introduced is change.

The strategy outlined here is specifically designed to promote divergent thinking. Students are guided to imagine tomorrow, and begin to think in terms of how change can, and will, shape these time and space patterns.

The emphasis of this topic should be placed on the planning and developing skills that students will need to deal with the future. The youthfulness of these students should not be considered a restrictive factor in this process, but rather, an opportunity to help students look toward their own future, and to develop the skills they will need to deal with that future.

OBJECTIVE FLOW CHART

SIMPLE	INTERMEDIATE	COMPLEX
TOPIC III MUST BE SUCCESSFULLY COMPLETED		



OBJECTIVES

CONTENT

1. Given a statement about the changing patterns of time and space use,
   - the student will demonstrate his ability
   - to use evidence from his own life to support a position on an idea
   - by stating examples from his own life that he feels supports his position on the truth or falsity of the following statement: Patterns of time and space use are constantly changing.
2. Given a statement about the changing patterns of time and space use,
   - the student will demonstrate his ability
   - to speculate about the future, based on evidence in the present
   - by stating what the possibilities are for change in his community in the future, and citing at least one example from his community to support his position.
3. Having speculated about the possibilities for change in the community,
   - the student will demonstrate his ability
   - to recognize cause and effect relationships
   - by citing at least one factor that will act to shape future changes in his community.
4. Given a series of situations in which changing patterns of time and space are occurring,
   - the student will demonstrate his ability
   - to recognize cause and effect relationships
   - by explaining, in his own words, what would happen to patterns of time and space in his community when each event occurred.

INSTRUCTIONAL STRATEGIES

A. (Strategy for Objectives 1-4)

When students have completed the study of the regions of the United States, they will have explored a wide variety of areas and communities. Their experience of looking for, and looking at, many patterns of time and space use has prepared them for the final strategy of this grade level - proposing New Patterns of Time and Space for their own community.

This strategy should begin by rebuilding the large model of the students' community that was used earlier in the year. This model represents the patterns of space use as they presently exist. Patterns of both space and time should be reviewed to refresh the students' awareness of the patterns in his community. When this has been completed, put the following statement on the board:

"Patterns of Time and Space Use are Constantly Changing."

Discuss the following questions:

1. Is this statement true or false?
2. Thinking about your own life, will your pattern of time use change? Ask for some examples; e.g. as you grow up and go to work; if you move to a different climate; in high school you might play a sport or play in the school band.
3. In your life, will patterns of space use change? Ask for examples; e.g. leaving school; leaving home when you grow up; driving a car; moving to 5th grade next year; moving to another house or community.
4. Looking at our community, can we find examples of how it has changed in use of time or space; e.g. closed businesses; new businesses; new homes and streets; new stores or new church hours.
5. Can we expect our community to change in the near future? Do you know of any plans for change; e.g. people moving; students moving to new classes; a new road?
6. As we look into the future, can we expect change?
7. Will we be part of that change?
8. What factors that we have learned about this year can we expect might act to shape changes in our patterns of time and space?
9. What would you expect to happen to our community's patterns of time and space use, if the following happened:

    a. A new business, employing one hundred people, moved into our area?
    b. A valuable resource was discovered in our area?
    c. A fire burned several of the businesses in our community?
    d. It was decided to keep school open all year?

    These answers should consider changes in use of time, space, labor, land, and resources.

OBJECTIVES

CONTENT

5. Having discussed the possible effects of change on the time and space patterns of his community,
   - the student will demonstrate his ability
   - to recognize cause and effect relationships
   - by explaining, in his own words, how plans for changes in his community would concern himself and at least one adult.

6. Having discussed the possible effects of change on the time and space patterns of his community,
   - the student will demonstrate his ability
   - to speculate about the future based on evidence in the present
   - by listing and explaining which factors that act to shape his community's patterns of time and space will continue to do so in the future.

7. Having discussed the possible effects of change on the time and space patterns of his community,
   - the student will demonstrate his ability
   - to propose possible courses of action in planning
   - by listing at least one person and one method he could use to help gather ideas for planning some future project in his community.

8. Having been asked to propose a plan for some future change in his community's patterns of time and space,
   - the student will demonstrate his ability
   - to formulate a proposal for the future of his community
   - by submitting, at least in writing, an explanation of a change he proposes for his community, and a description of the factors that he feels will act to shape that proposed change.

INSTRUCTIONAL STRATEGIES

B. (Strategy for Objectives 5-8)

Let's take the map of our community and the things we know about it, and consider some changes in patterns of time and space use that we feel might or should occur. Let's plan parts of our community for tomorrow.

1. In planning for tomorrow, what things should we consider?
    a. Will it make any difference to us what happens to our community in the future?
    b. Will it make any difference to adults what happens to our community in the future?
    c. What factors that act to shape our present communities will still be important in the future?
    d. What patterns of time and space use have we seen in other communities during our study this year, that we would like to have in our community?
    e. Shall we discuss with other people their ideas for the future, or use just our own? If we ask other people;

        1) whom should we ask?
        2) how should we gather this information?

        It is not absolutely necessary to make this project an extensive community opinion research project, but the ideas of others could be considered.
2. When students have discussed the procedure for getting this project started, permit them to work in teams if they desire. This will permit more students to become involved. Encourage students to deal with only a portion of the community such as: the business district, a park, redesigning the school area, or a new residential area.
3. Planning changes in the community should generally follow the steps outlined below:
    a. Consideration of the portion of the community to be planned.
    b. A written statement of the proposed changes.
    c. A written statement of the factors that will act to shape the proposal.
    d. Construct the actual plan.
    This construction can be a model, using blocks and a map, an illustration drawn, or a description in writing.
    e. Present the plan for community change to a group. The presentation should emphasize the changes in patterns of time and space use in the community. The factors that will act to shape this plan, and the impact of the plan on the community's labor and resources, should be part of the presentation also.

Document 1

DIARY OF ACTIVITIES

Day____________________

Time of Day	Activity	Place of Activity
9 a.m.		
10 a.m.		
11 a.m.		
12 noon		
1 p.m.		
2 p.m.		
3 p.m.		
4 p.m.		
5 p.m.		
6 p.m.		
7 p.m.		
8 p.m.		
9 p.m.		
10 p.m.		
11 p.m.		
12 midnight		
1 a.m.		
2 a.m.		
3 a.m.		
4 a.m.		
5 a.m.		
6 a.m.		
7 a.m.		
8 a.m.		

We often discover what will do
by finding out what will not do; and
probably those who never made a mistake never made a discovery.

Samuel Smiles

GENERAL OVERVIEW: GRADE 5

The Education Department of New York State recommends that elementary students begin their first study of large, complex regions of the world with the study of the Western Hemisphere. It has been recommended that this study begin in the 5th grade and expand in the 6th grade to include Europe and the Middle East.

The size and complexity of the study of the Western Hemisphere has always presented a challenge to the planning capabilities of the 5th grade teacher. Often, the task has been considered so huge that covering the material was reduced to a geography and products travelogue of our nation with the remainder of the hemisphere being skimmed, in whatever time was left at the end of the school year. This curriculum guide proposes a plan to avoid that approach by dividing the study of the Western Hemisphere between the 4th and 5th grades. This decision by the authors was made only after careful consideration and consultation with teachers in the classroom.

The final decision was based on the following factors. First, the study of the entire Western Hemisphere cannot possibly be explored and understood in one academic year. Second, since the 5th grade is the only opportunity students have in the entire social studies program of our State to study Canada and Latin America, time should be provided to accomplish that study carefully and thoroughly. Finally, by dividing the study of the Western Hemisphere between the 4th and 5th grades, the concepts and skills introduced during the 4th grade can be developed and expanded during the 5th grade. For these reasons, the authors strongly recommend that the study of the Western Hemisphere be presented at two grade levels: Contemporary United States in grade 4, and Contemporary Canada and Latin America in grade 5.

Topic I begins by reviewing concepts of patterns of time and space and the factors that shape these patterns. These concepts were first introduced in the 4th grade study of the United States. To these concepts is added the concept of change. The students are asked to explore this word in its broadest context and to locate examples of change in their own lives and their community.

Topic II concentrates on the study of regions of Canada and Latin America. People, their communities, and their activities are explored through patterns of time and space use as they are shaped by environmental and human factors. Added to this exploration is the search for evidence of change. The element of change is a vital and dynamic characteristic in the regions of Canada and Latin America. As such, it should be recognized and understood, if our students are to appreciate the lives and patterns of our hemispheric neighbors.

Topic III asks students to look forward in time and to speculate about the future of Canada and Latin America. When skillfully planned, these activities can do a great deal in guiding students to develop the skills necessary to understand future events in our hemisphere. Canada, with its 22 million people and vast, untapped resources, presents one view of the possibilities for the future; while Latin America, with its population expected to double or triple by the year 2,000, offers quite another picture. Fifth grade is not too early for students to begin thinking about the future of our hemispheric community, especially when one realizes that these students will be deeply involved in its events for the next 50 years. It seems worth asking, what would our hemispheric relations be like today, if school children between 1910 and 1920 had spent time speculating about the future of the Western Hemisphere for the years between 1960 and 1970?

Each individual topic of this guide begins with two elements which the teacher should explore carefully. First, is a specific overview of the topic that follows. In these introductions the authors have focused on the specific content and skills around which class planning should evolve. The second element is a flow chart of objectives for the topic that follows. A detailed description of the purpose and use of these charts can be found in the introductory pages of this guide. If you have not already read that description, please refer to it before you begin implementing any topics at this grade level.

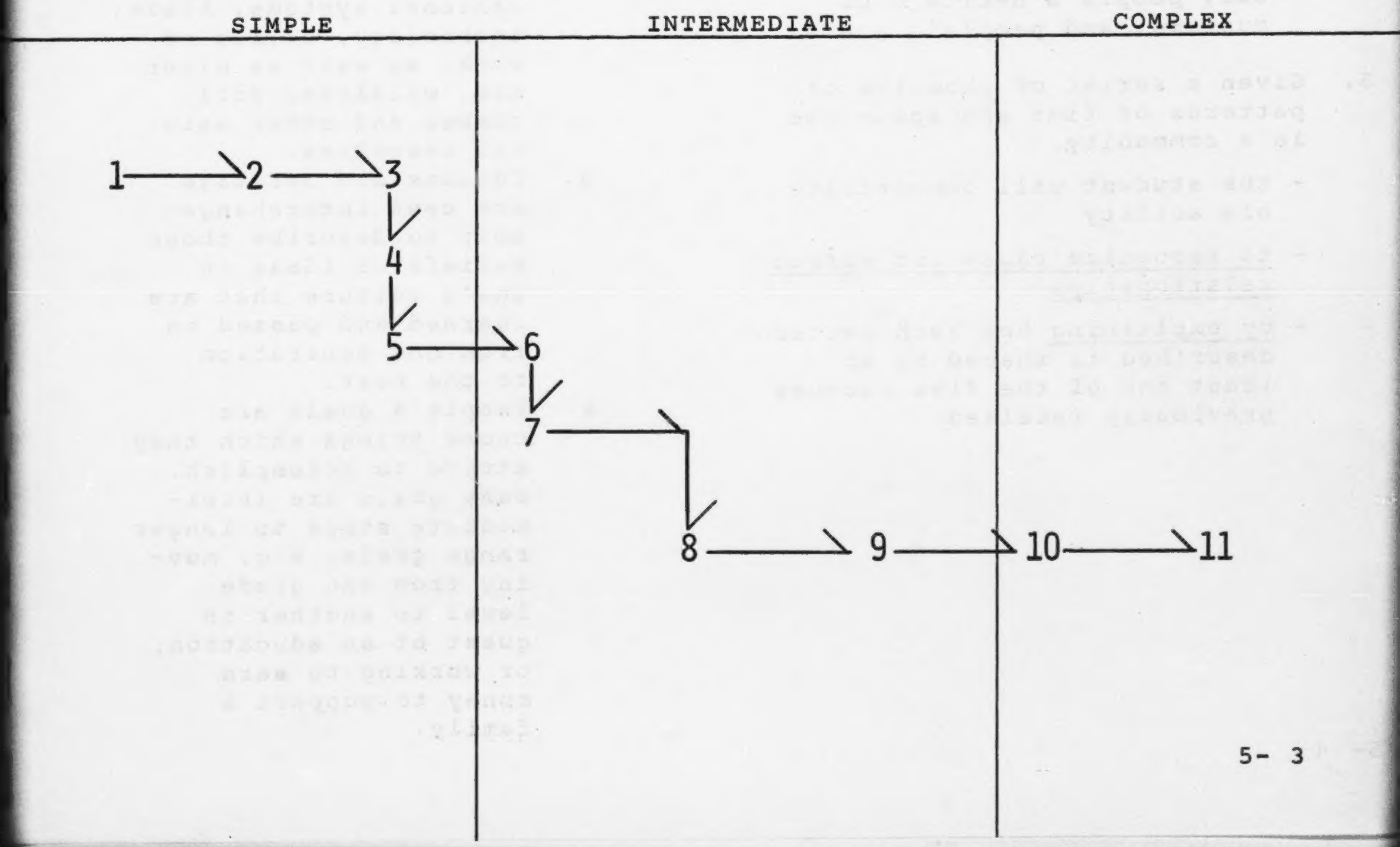
OVERVIEW: TOPIC I

The study for 5th grade is introduced through the review and expansion of concepts explored in the 4th grade.

This topic begins with the review of the concepts of patterns of time and space, and the factors that act to shape these patterns in the activities of a community and its people. During the 4th grade, these concepts were viewed as static, non-changing elements that are shaped by the pressures of climate, geography, human and natural resources, people's customs, and people's goals. At this grade level, the aspect of change is added to these concepts. Students are asked to explore the ways in which changes shape the patterns of time and space use, and what factors are most important in promoting and retarding the process of change. As with the 4th grade, students will begin this study with their own community and expand the study into other areas of the hemisphere.

The skills devleoped in this topic deal with the ability of the student to recall concepts introduced in 4th grade. Next, he is expected to recognize cause and effect relationships between time and space patterns and the elements of change. Finally, through the formulation of generalizations, the student sets the stage for exploring changing time and space patterns throughout Canada and Latin America.

OBJECTIVE FLOW CHART



OBJECTIVES	CONTENT
1. Having created two columns entitled, Patterns of Time and Patterns of Space, - the student will demonstrate his ability - to recall conditions that exist - by listing at least two examples of patterns of time and space in each of the following conditions: at school, at home, in life outside of school and home.	
2. Having listed examples of patterns of time and space as they exist in several locations, - the student will demonstrate his ability - to recall factors that act to shape patterns of time and space - by listing at least four factors from the following list and be able to cite one example of each factor affecting real life. The factors: climate, geography, human and natural resources, people's heritage or customs, and people's goals.	2. Five factors that act to shape patterns of time and space: a. The geography of the area shapes land use and affects transportation time and structure. b. The climate of the area shapes land use, seasons, and much of the way we dress, build buildings, and spend leisure time. c. Human and natural resources as used here include: People, educational systems, tools, technology, skills of work, as well as minerals, wildlife, soil, timber and other natural resources. d. Customs and heritage are used interchangeably to describe those beliefs or ideas in one's culture that are learned and passed on from one generation to the next. e. People's goals are those things which they strive to accomplish. Many goals are intermediate steps to longer range goals; e.g. moving from one grade level to another in quest of an education, or working to earn money to support a family.
3. Given a series of examples of patterns of time and space use in a community, - the student will demonstrate his ability - to recognize cause and effect relationships - by explaining how each pattern described is shaped by at least one of the five factors previously recalled.	

INSTRUCTIONAL STRATEGIES

A. (Strategy for Objectives 1-3)

Begin with a review of the concepts of Time and Space patterns that were introduced during the 4th grade. Structure this review around the student's own life and that of his community. Have students write these titles, Patterns of Time - Patterns of Space, on their paper and ask:

1. List as many examples as possible of these patterns in our school. (Each student should be able to list two examples under each title; e.g. the school day, 5th grade, classroom, playground.)
2. List as many examples as possible of these patterns in your life at home. (Each student should be able to list at least two examples under each title; e.g. weekday, meal time, home, garage.)
3. Outside of our school and home, where else could we see examples of these patterns? Give examples to illustrate the place you name. (Every place has examples of both patterns.)
4. What factors act to shape these patterns of time and space? (Students used five factors during 4th grade. All these should be reviewed and examples given by the class: climate, geography, resources, customs, and goals.)
5. To reinforce the understanding of factors that shape time and space patterns, present students with a series of situations in the community and have the students explain how each is shaped by these factors. Some suggestions could be:
   a. The state is planning a new superhighway past our community. What factors will shape its construction?
   b. A new church group is planning a building for worship. What factors will shape its construction and use? (climate, customs, goals)
   c. A large company wants to build a resort and recreation center in your area. What might they build, where, and what factors will they consider? Will they build a baseball park or a cricket field?

Use additional examples of time and space patterns, and the factors that act to shape these, until students can verbalize these concepts and cite examples of their own. The Appendix, at the end of this grade level, includes a diagram (Document 1) that can be reproduced as an overhead projectual. Use this to reinforce, visually, the students' perception of the factors that act to shape our patterns of time and space.

OBJECTIVES CONTENT

4. Given the word "Change" and several questions designed to explore the student's conceptualization of the word,

   - the student will demonstrate his ability
   - to deal thoughtfully with a concept
   - by defining the term in his own words and citing examples from his own experiences that show his recognition of the word "change" in real life.

5. Given a list of questions designed to explore the meaning of the word "change,"

   - the student will demonstrate his ability
   - to gather information through interviews
   - by discussing the questions with an adult, and recording the answers by that adult in written form.

6. Having pooled information the class has gathered through interviews,

   - the student will demonstrate his ability
   - to detect similarities between ideas
   - by grouping into separate sets the ideas that have similar characteristics.

INSTRUCTIONAL STRATEGIES

B. (Strategy for Objective 4)

To the concepts of time and space patterns, students need to add the concept of change. Though the speed and importance of change may vary greatly, cultures are never static. To introduce this concept to students, write the word "Change" on the board and ask:

1. What does this word mean to you?
2. What are some words that mean the same as the word change?
3. What is the opposite of change?
4. What is the biggest change that you have ever heard about?
5. What is the biggest change that you feel has occurred in your lifetime?
6. Have you ever been involved in any changes?
7. Are there any changes taking place in your community right now?
8. Are there such things as good changes and bad changes?
   a. Give some examples of good changes.
   b. Give some examples of bad changes.
9. Are there such things as fast changes and slow changes?
   a. Give some examples of fast changes.
   b. Give some examples of slow changes.
10. Are there such things as peaceful changes and violent changes?
    a. Give some examples of peaceful changes.
    b. Give some examples of violent changes.
11. Is change something that will always be with us?
12. What causes bring about change? (List these and keep them for the next activity.)

C. (Strategy for Objectives 5-7)

Take questions from Part B and ditto these for students. Have the students take these questions and interview some adults (probably their parents) on the topic of change. The purpose of these interviews is to gather the widest number of opinions and attitudes possible about a very complex concept. After the interviews are complete, pool the information in a new class discussion, by considering the variety of answers gained from the interviews. When the class considers the answers to question 12, compare the class answers, listed earlier, with the new answers gathered and ask:

1. Can we group these causes by similarities? (group these without using labels)
2. What labels should we give each of these groups?

OBJECTIVES	CONTENT

7. Having grouped similar ideas into separate sets,
   - the student will demonstrate his ability
   - to recognize similar characteristics in a set of ideas
   - by offering labels for each set of similar ideas and presenting his reasons for those decisions, when asked to do so by the teacher.

8. Given a statement about changing patterns of time and space,
   - the student will demonstrate his ability
   - to use evidence to support his position on an idea
   - by stating his belief about the accuracy of the statement and citing examples, in response to several questions, to support that position.

9. Given several examples of changing patterns of time and space,
   - the student will demonstrate his ability
   - to recognize cause and effect relationships
   - by listing at least one factor that is acting to cause each changing pattern described in each example.

INSTRUCTIONAL STRATEGIES

C. (Cont.) The groups should be very similar to the five factors listed earlier as acting to shape patterns of time and space. If the group labels are not similar, put these five factors on the board and ask students to regroup the causes under these new labels.

D. (Strategy for Objectives 8-11)

Put the following statement on the board:

"Patterns of Time and Space Use Are Constantly Changing."

Discuss the following:

1. Is this statement true or false? Support your position with evidence.
2. Are patterns of time and space constantly (continually) changing in your life? Give some examples. What factors are causing these changes?
3. Are patterns of time and space constantly changing in your community? Give some examples. What factors are causing these changes?
4. Can you give examples of some patterns of time and space use that never change? (probably not)
5. Of the five factors which we have listed as acting to shape and change patterns,
   a. which factors can change most rapidly? (goals and resources) Give some examples from your own life in the community.
   b. which factors act more slowly to cause change? (climate, geography, customs) Give some examples of how these might act to cause change.
6. In each of the following examples, which changing factor is causing the change in use of time or space pattern?
   a. You just left the 4th grade and entered the 5th grade. (goal of education and custom of our society)
   b. Tom quit his job and decided to go to college. (change in Tom's goals)
   c. An earthquake in Peru covered three villages with mountain slides. (change in geography)
   d. Oil has just been discovered in northern Canada. (change in natural resources available)

OBJECTIVES CONTENT

10. Having explored factors that act to cause changing time and space patterns,
    - the student will demonstrate his ability
    - to formulate a generalization
    - by stating in his own words how time and space patterns are affected by changing factors that act to shape those patterns.

11. - The student will demonstrate his ability
    - to locate examples of a concept in real life
    - by illustrating with pictures or drawings several examples of at least one type of change as it occurs in real life.

INSTRUCTIONAL STRATEGIES

D. (Cont.)

7. Summarize the ideas discussed about change by putting the following titles on the board:

   Factors That Can Change Quickly
   Factors That Change Slowly

   Which factors should be listed under each of these titles?

8. Have each student write a statement that summarizes how patterns of time and space are affected by changing factors.

9. To show change in all of its varieties, have students prepare montages of change. Some suggested titles could deal with the following:

   a. good
   b. bad
   c. rapid
   d. slow
   e. peaceful
   f. violent
   g. community
   h. rural
   i. urban
   j. changing goals
   k. changing resources
   l. changing customs
   m. changing time patterns
   n. changing space patterns

The concept of change needs to be explored by students until they can verbalize its impact on patterns of time and space, and until they can identify change occurring in real life situations. The teacher may need to plan additional activities and prolong the exploration of change before beginning the application of this idea in Topics II and III.

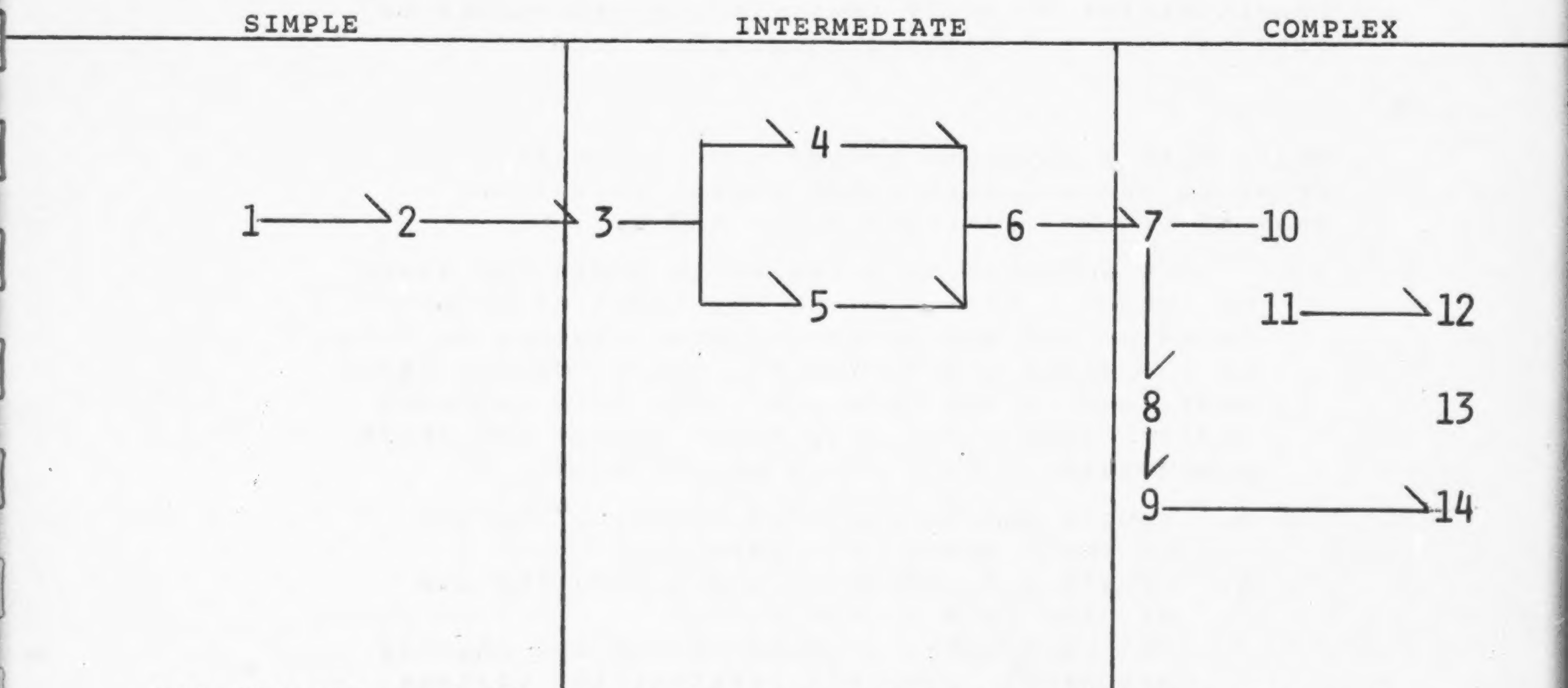
OVERVIEW: TOPIC II

The concepts explored in Topic I are the central theme for the study in this topic of Western Hemispheric regions of Canada and Latin America. The purpose is to explore patterns of time and space that exist in these regions, and to identify factors that are operating to promote changes in these patterns.

In order to permit the study of these regions in an orderly and skillful manner, the students are asked to spend considerable time constructing questions for inquiry during the early stages of study. The resultant inquiry design then becomes the model to be used throughout the study of the hemisphere. The strategy for guiding students to design a useful model focuses on experimentation through total involvement. In other words, the model design will result from the process of studying a region without a model; then beginning to design that model from the experiences of the first study. When the students have designed that first model, they proceed to apply it to the study of all of the other regions of Canada and Latin America. During each application, the students are expected to evaluate the usefulness of the model and to revise it when necessary.

The majority of the objectives and strategies listed in the following pages are to be repeated as each new region is studied by the students.

OBJECTIVE FLOW CHART



All Objectives 1-14 are to be repeated during the study of each new region.

INSTRUCTIONAL STRATEGIES

A.

The first task to be accomplished by any teacher, in planning for the study of Canada and Latin America, is to divide these places into regions that are manageable for 5th graders to study. Although this process may be approached from several angles, the authors of this guide believe the following divisions represent a reasonable proposal:

Canada - Atlantic Coast
- St. Lawrence, Great Lakes Lowland
- Canadian Shield
- Interior Plains
- Cordillera

Latin America - Middle America; from Mexico through Panama
- Northern Nations; Venezuela through French Guiana
- Mountain Nations; Columbia through Chile
- Central Nations; Bolivia and Brazil
- Southern Nations; Paraguay, Uruguay, Argentina
- Caribbean Islands

The divisions of Canada represent the five major geographic features of that nation. The division of Latin America is based on nation groups of that part of the Western Hemisphere. Studying regions from these two different angles offers the students opportunities to apply their inquiry questions to both uniform and diverse geographic regions.

B.

Begin with a physical relief map of Canada. Point to the Atlantic Coast region that lies east of the St. Lawrence River and say:

1. I have selected this region to begin our study of Canada. This will be the first of five Canadian and six Latin American regions we will be investigating during the year. During last year, and so far this year, you have explored several important ideas about people and their communities. List these on the board.
   a. People and communities organize the use of their space into patterns.
   b. People and communities organize the use of time into patterns.
   c. The geography, climate, human and natural resources, people's heritage and customs, and people's goals all shape the time and space patterns of people.

INSTRUCTIONAL STRATEGIES

B. (Cont.)

2. The study of these eleven areas will take a lot of work and time. To help us in our work, we need to organize and plan how we will approach our study. So that you may have the main part in planning our study of each region, I have decided to begin with a limited plan. While we explore the Atlantic Coast of Canada, you are asked to build a plan for the study of the ten other areas. Here is how we will begin:

3. The class should be divided into five groups of experts, one group each on: geography, climate, human and natural resources, people's heritage or customs, and people's goals. Each person is to become an expert in his field so that he can tell experts in the other groups about his field. During the year, all the students will have the chance to be an expert in each field at least twice.

4. During the first regional study, each group has two tasks:
   a. Learn everything they can about the conditions of their specialty in the region; e.g. to become an expert on the geography of Canada's Atlantic Coast, or an expert on the heritage and customs of people on Canada's Atlantic Coast.
   b. Construct a list of important questions that anybody could use to learn about some field in any of the ten other regions; e.g. questions to be answered in learning about the climate of a region, or questions to be answered in learning about the goals of the people of a region.

5. To begin, each group has three problems to solve:
   a. What are the important things to know about the ___________ (put in the name of one of the five groups) of the region and how do these things affect the patterns of time and space use in the area?
   b. What changes are currently taking place in the (specialty) of the region that could alter the patterns of time and space use?
   c. What questions about our specialty would help people learn about that specialty, its patterns of time and space, and change in another region?

This approach may appear backwards to the teacher, but not to the student. Being able to pose pertinent questions is a most important, but difficult skill. By having students evolve a method backwards, they can become more deeply involved in the planning and organization of future studies. A question that would help students see the process they will be doing is this:

OBJECTIVES | CONTENT

1. Having been assigned to a group of researchers and having been given a set of problems to explore,
   - the student will demonstrate his ability
   - to deal thoughtfully with problems given
   - by contributing, in small group discussions, his suggestions of words or phrases that the group could use as guidelines for exploring problems given.

INSTRUCTIONAL STRATEGIES

B. (Cont.) "If I think this kind of information (whatever the specialty) is important to know about this region, what questions could someone else ask about another region, to help him locate the same kind of important information?"

6. When the groups have been organized, the problems stated, and the region for study defined, two more directions are necessary:
    a. The research materials that are available. The class must be permitted to use a wide variety of materials. The first role of the teacher is to have many of these available, and to guide students to consult as many of these as possible. These research skills are essential for this year's study.
    b. Inform students that when all groups have become experts in their field, new groups will be formed for the final study of the area. These new groups will contain one expert from each field, and they will be considering a new set of questions about the region under study. If they want to know what the questions will be, a suggested list is included in Part D of this topic.

C. (Strategy for Objectives 1-9)

The study of a region by groups of experts.

Let the students begin their study of the region selected. The teacher should assume the role of manager and guide, helping students locate materials, organize information into manageable form, and share information with other members of their group. During these group investigations, the following suggested steps could be used as a guide:

1. The group meets and selects a leader who can report to the teacher on the group's progress when asked to do so.
2. The group reviews the three problems stated in Part B-6 of this topic. The group should discuss these problems with respect to the field for which they are responsible. The result of the discussion should be a list of words or phrases that relate to the group's field of study and could be used as guidelines for locating information about their field in the region to be studied. A list of some suggested ideas for each field of study is presented in Document 2 of the Appendix for this grade.

OBJECTIVES CONTENT

2. Having been assigned to a group of researchers and having been given a set of problems to explore,
   - the student will demonstrate his ability
   - to propose a plan for researching problems
   - by contributing, in small group discussions, his ideas about what materials the group should use and where the group should look for these materials.
3. Having participated in constructing a plan for research in any field of specialty,
   - the student will demonstrate his ability
   - to abstract information from a variety of sources*
   - by presenting, in group discussions, information he has gathered that relates to his field of specialty and citing, when asked to do so, the source of that information.
4. Having abstracted information about his field of specialty from a variety of sources,
   - the student will demonstrate his ability
   - to interpret information collected
   - by categorizing the collected data in lists, under labels that were selected earlier, as guide words or phrases for investigation.

*A variety of sources includes: case studies, pictures, maps, charts, graphs, films and filmstrips, newspapers, and books. Students should be given the opportunity to use all of these sources throughout the year. During the study of each region, evaluation of the student's skill in abstracting information should be limited to one or two of these sources.

INSTRUCTIONAL STRATEGIES

C. (Cont.) 3. (Strategy for Objective 2)
The group devises a plan so that, together, they will be able to survey all material available. For example, some group members can search the library, others can search the classroom, while some preview available filmstrips and movies that the whole group could view later.

4. (Strategy for Objective 3)
The group collects all the information they can find. This collection process should include making maps, taking notes, and collecting pictures or constructing models. Remind students of the problems they are to explore. Evidence of changes currently taking place in the region are particularly important, but sometimes a change can only be inferred from available sources.

5. (Strategy for Objectives 4-6)
The group meets to share the information collected and decides what information is most important to answer the problems which they used to begin the exploration.

This process is both complex and crucial. Too many students prepare final reports from collected information without ever reviewing the information. The result is usually lists of numbers, sizes, and costs that have little meaning. The students should work to make the information meaningful through comparisons, rounding numbers, and summarizing. This will make the material more useful to them and more understandable for others.

OBJECTIVES CONTENT

5. Having collected and categorized information on given problems,
   - the student will demonstrate his ability
   - to interpret information collected
   - by selecting at least two items of information from each category created that he feels are most important to help answer the problems given earlier.

6. Having categorized and selected items of information in his field that he feels are most important in the region he is investigating,
   - the student will demonstrate his ability
   - to recognize relationships between concepts and specific information collected
   - by stating in his own words how each item of information selected from the categories acts to shape the patterns of time and space in the region being investigated.

7. Having interpreted the information collected about his field in the region he is investigating,
   - the student will demonstrate his ability
   - to formulate generalizations from a set of facts
   - by stating in his own words how the conditions of his field of specialty, as they exist in the region being investigated, act to shape the patterns of time and space use in that region.

8. Having interpreted the information collected about his field in the region he is investigating,
   - the student will demonstrate his ability
   - to locate evidence of specific conditions
   - by listing at least one example of change currently taking place that he feels is acting to alter present patterns of time and space use in the region under investigation.

INSTRUCTIONAL STRATEGIES

C.
(Cont.)

6. (Strategy for Objectives 7 and 8)
The group puts together a final report on the condition of their specialty in the region being investigated.

There is no absolute need for all students in a group to agree on the final report. Since each student investigated different sources, his perception of conditions is apt to be somewhat different. If each student writes his own final report, he will find it easier to present and defend when he discusses it in the new groups formed during Part D of this topic.

OBJECTIVES

CONTENT

9. Having completed his research of a particular field in a region under investigation,

   - the student will demonstrate his ability
   - to pose pertinent questions for guiding future research
   - by stating at least two questions which he feels would help guide future researchers in learning about his field of specialty in other regions to be studied.

10. Having discussed with experts in other fields of specialty the variety of patterns of time and space use in a region under investigation,

    - the student will demonstrate his ability
    - to recognize multiple factors involved in causing or shaping patterns of time and space use
    - by listing at least three patterns of time or space use in a region, and stating in his own words which of five factors act to shape those patterns.

INSTRUCTIONAL STRATEGIES

C. (Cont.) 7. (Strategy for Objective 9)
The group plans a list of pertinent questions that would help someone else do the same kind of study in another region. Obviously, the skill of being able to ask the right questions is difficult to develop. On the other hand, unless a person has the right questions, he can never know what he is looking for. The very essence of learning is the ability to ask pertinent questions. The completed questions should be collected by the teacher, dittoed, and saved for guiding the study of the next region.

D. (Strategy for Objectives 10-13)

1. When each group has completed the exploration of its own field, the students should be reorganized into new groups. The new groups should contain at least one expert from each field. The purpose of these new groups is to pool the reports on each of the five factors and construct generalizations on the following questions:
    a. What is the shape of patterns of time and space use in this region?
    b. What factors are having the most important effect on shaping the patterns of time and space use in this region?
    c. What are the most important changes taking place in this area at the present time?
    d. How will the present changes affect the future time and space patterns of this region?
2. In the process of shaping generalizations about the above questions, each student will need to contribute his expert knowledge on his field of study. Each expert will act to focus the group's attention on some information that he feels is important. Each expert will have to present the essence of his ideas in such a way that others will understand them and find them useful in helping to formulate the required generalizations.

OBJECTIVES

CONTENT

11. Having formulated generalizations about conditions in his field as they exist in a particular region, and having been regrouped with students who have formulated similar types of generalizations in their fields of research,

    - the student will demonstrate his ability
    - to integrate several ideas from specific fields into generalizations about a whole region
    - by contributing, in small group discussions, recommendations of information he feels should be included in the generalizations, and be able to cite evidence to support his recommendations.

12. Given generalizations about patterns of time and space and the factors that act to shape those patterns,

    - the student will demonstrate his ability
    - to evaluate generalizations
    - by stating his agreement or disagreement with the generalization given and citing evidence to support his position on the generalization.

13. Having presented his generalizations about a region's patterns of time and space use,

    - the student will demonstrate his ability
    - to use evidence to support his generalization
    - by citing evidence from his research in support of his generalization, when challenged by his classmates who have disagreements with his generalization.

INSTRUCTIONAL STRATEGIES

D. (Cont.)

3. The final generalizations about the region by each group will represent the combined thinking and writing of all the members. If the opinions of the individual members of the group can not be accommodated in one set of generalizations, encourage individuals to write separate statements.

4. The final step of this process should be an entire class discussion of all the generalizations formulated. This activity of comparing generalizations serves two purposes:

   a. Evaluating generalizations of others in light of one's own knowledge of an area.
   b. Defending one's own generalization with evidence, when confronted with challenges from others.

   These generalizations may be accompanied by maps, charts, and graphs. Visuals of this nature will aid each group in explaining and defending their generalizations. Maps showing the world market for a particular product, charts showing the increase or decrease in the production or construction of some item, or graphs comparing regional production with that of the nation or the world, are examples of useful visuals.

5. A summary of the steps to be followed by these second groups follows:

   a. Form groups of experts and select a leader.
   b. Review the four questions to be answered about the region. (Stated in Section 1 of Part D.)
   c. Each expert should formulate a statement on each question with the information he has available.
   d. Group discussion of each question.
   e. Formulation of generalizations that may be dittoed for class distribution.
   f. Class consideration of all generalizations made about the region.

OBJECTIVES

CONTENT

Objectives 1-14 of this topic apply to the investigation of all regions to be studied during the year. Repeated evaluation should be made throughout the year of the student's ability to perform the skills in Objectives 1-14.

INSTRUCTIONAL STRATEGIES

E. (Strategy for Objectives 1-14)

1. Upon completion of study of the first region of Canada, the students should return to their original specialty groups; e.g. geography, climate, human and natural resources, etc. The purpose of remaining in the same groups through the study of two regions will give the students the opportunity to evaluate their previously formulated guideline questions, by applying them to a new region. In this way, the students will be responsible for the evaulation and refinement of their own proposed questions, by being the first people to use the questions.
2. The strategy for this second study should follow the steps outlined in this topic beginning with Part B. Some of the initial directions may be condensed, but all students need to be reminded of their group's purposes and goals.
3. If, at any time, the students wish to recommend variations in the steps of this procedure, they should be encouraged. Class consideration of these recommendations should always be part of the process. When students are reviewing the manner in which they collect and evaluate information, they are dealing with the essence of education; i.e. the process by which people gather and manage knowledge. Each recommendation should be considered for its usefulness to the class rather than its popularity. Each recommendation should be considered for its usefulness in research. Rarely should it be decided by a popularity vote.

OBJECTIVES

CONTENT

14. Given a list of questions that have been proposed as guidelines for use by researchers in learning about a particular field in any region,

- the student will demonstrate his ability
- to evaluate the usefulness of questions proposed for guiding research
- by reviewing the questions given and proposing revisions or additions to the list that he feels will improve the usefulness of the questions.

INSTRUCTIONAL STRATEGIES

F. (Strategy for Objective 14)

1. As each succeeding region is explored by the class, the students should select a different field of specialty from the five groups, in which to become an expert. By the end of the year, each student should have been part of each of the five groups at least twice. These experiences of investigating the patterns of "time and space" use and "change" from five different angles will help the student become aware of the complexity of people and communities and, at the same time, demonstrate a consistent process for learning about a variety of people and communities.
2. As the membership of each expert group changes and the pertinent questions for inquiry are passed along by the teacher to new people, these questions need to be reviewed and refined by the members of the group. Each new group of experts should be directed to do this at the close of the study of a region, and time should be set aside for the purpose.

G.

At the end of the study of Canada and each region of Latin America, the class should move to the activities of Topic III. If the divisions listed in Part A of this guide are followed, it will mean that the class will move through this topic eleven times and through Topic III seven times.

OVERVIEW: TOPIC III

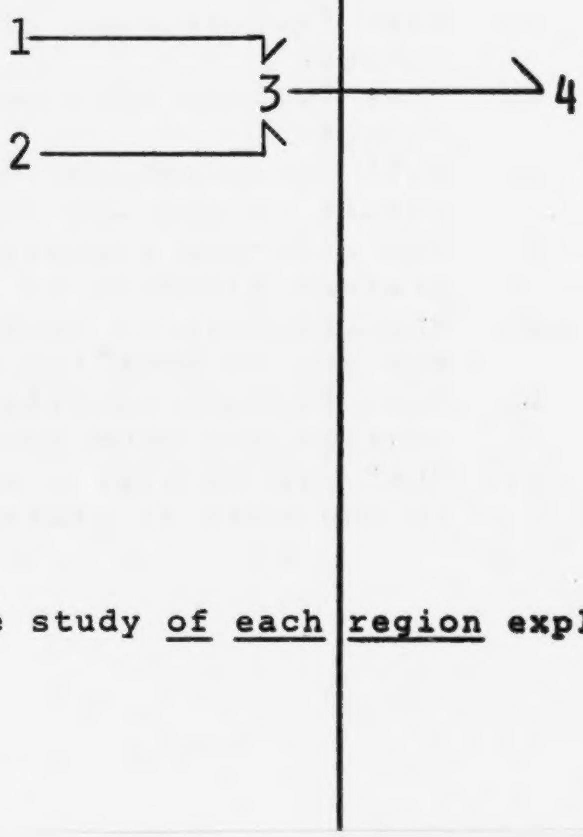
Having explored patterns of time and space use as they exist in a nation or region, it is now time for the students to look forward. This topic asks students to focus in just that direction, by speculating about the future based on evidence in the present. This speculative process should be repeated each time the class completes the study of a nation or group of nations.

The strategy outlined here is specifically designed to promote the consideration of the future of our hemispheric neighbors. If there ever was a time when we could ignore our 25 sovereign neighbors, that time has long since passed. The next fifty years require our recognition and understanding of the other 60% of this hemisphere's people, who are also Americans.

The emphasis of this topic is centered on the highest levels of the thinking processes. Students will be expected to speculate about and predict future events and conditions in Canada and Latin America. These activities require students to generalize, synthesize, and evaluate large quantities of previously learned ideas. The activities also provide excellent review at the end of any unit.

OBJECTIVE FLOW CHART

SIMPLE	INTERMEDIATE	COMPLEX
TOPIC II MUST BE SUCCESSFULLY COMPLETED		



To be repeated at the close of the study of each region explored in Topic II.

4

INSTRUCTIONAL STRATEGIES

A.

Topic II was concerned with "what is" in Canada and Latin America. This topic is concerned with "what will be" in the next 50 years. For the students, this means speculating about the future trends of a nation, based on evidence and events in the present. The process is not easy, nor should it be treated lightly. Fifty years in the future may seem like a lifetime, and that is just exactly what it is - the students' lifetime. Aside from the fact that Canada and Latin America are our closest neighbors, much of our future will be deeply interwoven with the changes that most surely will occur both north and south of us. Our experience with Cuba in the early 1960's certainly has taught us that much.

B.

Begin this strategy at the end of the studies of Canada and each regional study of Latin America. The specific introductory activity can begin in many ways. Several suggestions are listed below:

1. For Canada: Have students read the article, "An Indiana Family Leaves the U.S. For Keeps," Life. July 17, 1970. pp. 42-47.

   Ask: If you were one of the children of the Argast family, in what ways would you expect your new country to change in your lifetime, and what will Canada be like 50 years from now? Additional questions to guide the speculation could include:

   a. What is Canada's greatest strength for the future?
   b. What is Canada's greatest problem for the future?
   c. What factors will act to encourage future change?
   d. What factors will act to discourage future change?
   e. Will these changes help or hurt Canada's future people and communities?
   f. How will the changes reshape Canada's present patterns of time and space use?
   g. What factors in Canadian life would encourage you to move there?
   h. What factors in Canadian life would discourage you from moving there?
   i. What can we expect as changes in Canada in the next 50 years?

INSTRUCTIONAL STRATEGIES

B. (Cont.)

2. Give students a statement about the future of one of the nations studied. Use one about which there is reasonable doubt. For example:
   a. Even though Canada is geographically large, the population will never be large enough for her to be an important nation in the world.
   b. Brazil is a nation on the move. Fifty years from now she will completely dominate all of Latin America.
   c. The traditions and geography of Bolivia will prevent her from making many improvements in the next 50 years.
   d. As long as poverty and illiteracy exist in Latin America, we can expect to see several nations go, as Cuba did to Castro.
3. Upon completion of the study of a group of nations; e.g. Central America or Caribbean Island nations, ask:

"Which nation of this group will make the greatest progress in the next 50 years?"

OR

"Which nation has the smallest chance of any nation in the group to improve the life of its people in the next 50 years?"

In all these approaches, additional questions, similar to those in Section 1 of this strategy, will need to be developed by the teacher to guide the discussion.

OBJECTIVES

CONTENT

1. Having completed the study of a nation or group of nations, and having been presented with a statement about the future of that nation or group of nations,
   - the student will demonstrate his ability
   - to speculate about future events of a nation
   - by stating his degree of agreement or disagreement with the statement he has been given.

2. Having completed the study of a nation or group of nations, and having been presented with a question about the future of that nation or group of nations,
   - the student will demonstrate his ability
   - to speculate about future events of a nation
   - by stating in his own words what he feels to be an accurate prediction in response to a question about that nation during the next fifty years.

3. Having stated his reaction to the statement or question about the future of a nation or group of nations,
   - the student will demonstrate his ability
   - to use evidence to support a position he has taken
   - by citing evidence about conditions in a nation in the present that will act to shape conditions of that nation in the future.

4. Having participated in a group discussion about the future of a nation or group of nations,
   - the student will demonstrate his ability
   - to evaluate his own speculative ideas in light of the ideas of others
   - by reconsidering his original speculations about the future of a nation and writing a second statement which he feels more accurately predicts the future of that nation.

INSTRUCTIONAL STRATEGIES

C. (Strategy for Objectives 1-4)

Regardless of the introductory approach to the consideration of the future of a nation or group of nations, the following procedural steps should be followed:

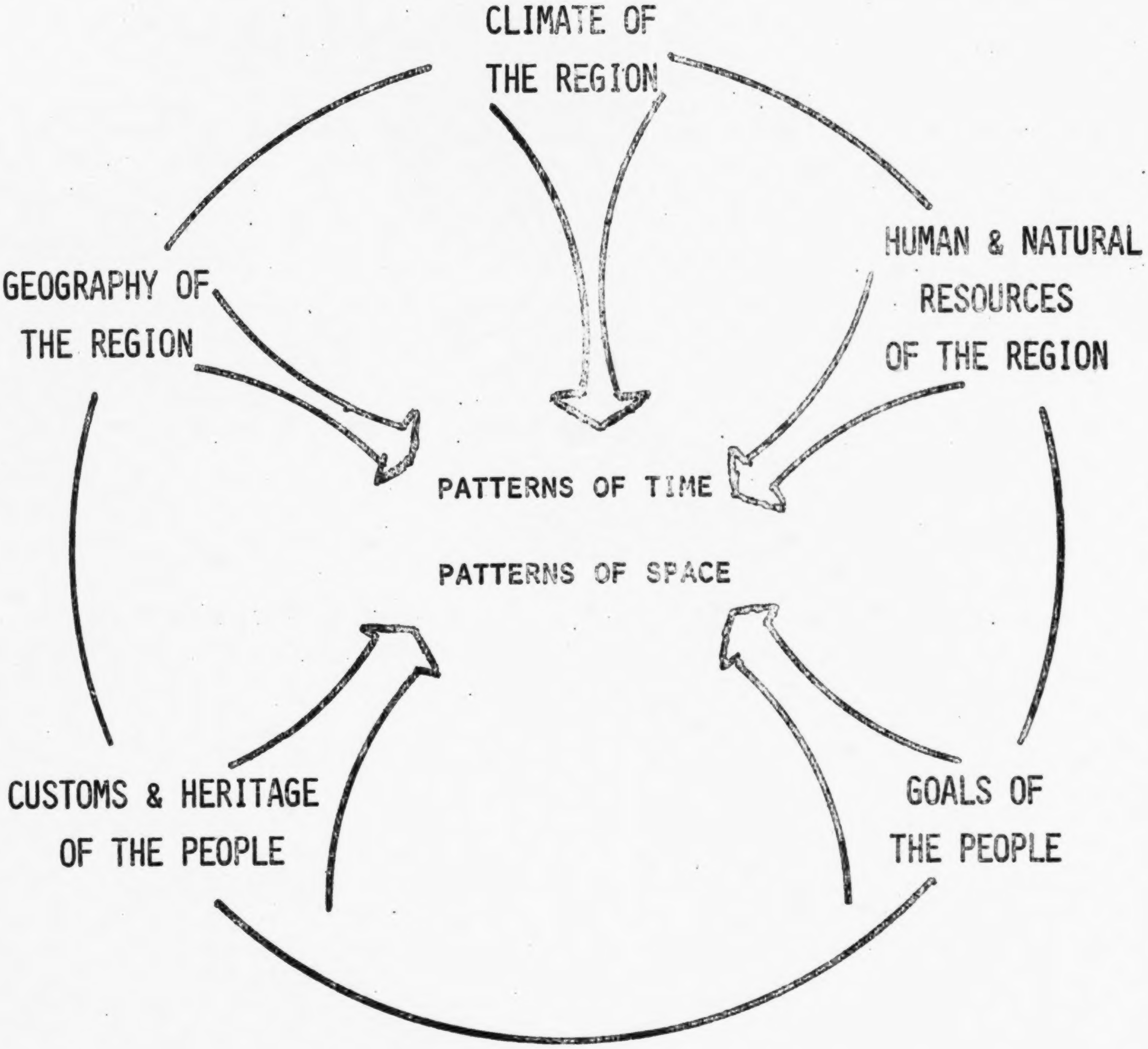
1. Introduce the students to a consideration of the future by way of a question or problem.
2. Have the students take a position on the question or problem by making a statement, in response, that supports or refutes the question or problem.
3. Have students list evidence from the present that they feel supports their position.
4. As a class, or in groups, debate the pros and cons of the question or problem.
5. Following the debate, have the students reconsider their original positions on the question or problem, and write a second statement predicting the future of the nation, or group of nations, being considered.

D.

The role of the teacher in this predictive process must be strictly limited. Every declarative statement made by the teacher will inhibit each student's ability to think for himself. Since none of us can be sure about the future, the role of the teacher should be restricted to that of a questioner. To make the foregoing strategy successful, both the students and the teacher must develop new skills. The student needs to deal with the skills of synthesizing, predicting, and evaluating, among others. The teacher needs to develop the skills of a moderator and a questioner.

APPENDIX
FOR
GRADE 5

FACTORS THAT ACT TO SHAPE PATTERNS OF TIME AND SPACE USE



5-38

Document 2

Some suggested words or phrases that may be used as guidelines for research and designing pertinent questions:

Geography

- physical features
- location of population and population concentrations
- location of the region in the nation
- elevation
- soil and vegetation
- lakes and rivers
- transportation facilities and routes
- unusual characteristics; e.g. earthquakes, volcanoes, avalanches

Climate

- seasons and their length
- precipitation
- temperature
- unusual characteristics; e.g. hurricanes, tornadoes
- vegetation
- winds
- growing season

Resources:

Human

- people
- skill of workers
- literacy
- educational systems
- technology

Natural

- wildlife
- soil
- timber
- water
- minerals

Heritage or Customs

- religion
- language
- types of recreation
- ancestry
- history of the region

People's Goals

- literacy
- political organizations
- religion
- examples of individual freedoms
- desire for improving conditions of life
- kinds of work
- ancestry
- immigration
- mobility of people

> The horizon is not where the sky comes down. We set our own boundaries. We have the making of our own horizons. We do not have to live in walled-in spaces.
>
> Grove Patterson

GENERAL OVERVIEW: GRADE 6

The study for Grade 6 - Major Culture Regions, Eastern Hemisphere - deals specifically with the regions of the Middle East, Western Europe, and Eastern Europe. This is a most ambitious undertaking, and careful planning is required to avoid the travelogue approach to social studies.

To organize the study of economics in these regions, this Curriculum Guide focuses on the investigation of the methods used by nations in each region to organize their economic system. The three regions offer excellent examples of all three classic systems devised by man - Traditional, Free Choice, and Command. Since no nation uses any one method of economic organization, the study also includes identifying the mixture of methods used by various nations.

The process for studying these economic concepts represents the second focus of this material. In Topic I the elements of the Traditional, Free Choice, and Command Systems are introduced through case studies provided at the end of this grade level. By the end of the topic, students will have designed a series of questions that will aid them in studying any nation's economic system.

Topic II guides students through the process of using an inquiry model to explore a variety of economic systems. The model for inquiry is developed slowly, with careful consideration given to the skill development students need to mature into skillful, independent thinkers. Through repeated application of the model in the exploration of many nations, students are expected to reach the point where they will be able to: recognize problems, hypothesize, collect and interpret data, and reconsider and modify hypotheses.

The material in Topic III is to be used at the end of the exploration of the economics of each region. In this topic, students will compare the many conclusions reached about individual nations, in an effort to formulate significant generalizations about the economic system of the entire region.

The skill of using this inquiry model is not easy, but, on the other hand, neither is it easy to understand the variety of man's economic organizations. Without some orderly process that permits making comparisons and formulating generalizations, the study may be reduced to memorizing product maps, and learning that "friendly nations have good systems and unfriendly nations have poor systems." Knowing these things is not learning economics, much less being educated.

Each individual topic of this guide begins with two elements the teacher should explore carefully. First, is a specific overview of the topic that follows. In these introductions, the authors have focused on the specific content and skills around which class planning should evolve. The second element is a flow chart of objectives for the topic that follows. A detailed description of the purpose and use of these charts can be found in the introductory pages of this guide. If you have not already read that description, please refer to it before you begin implementing any topics at this grade level.

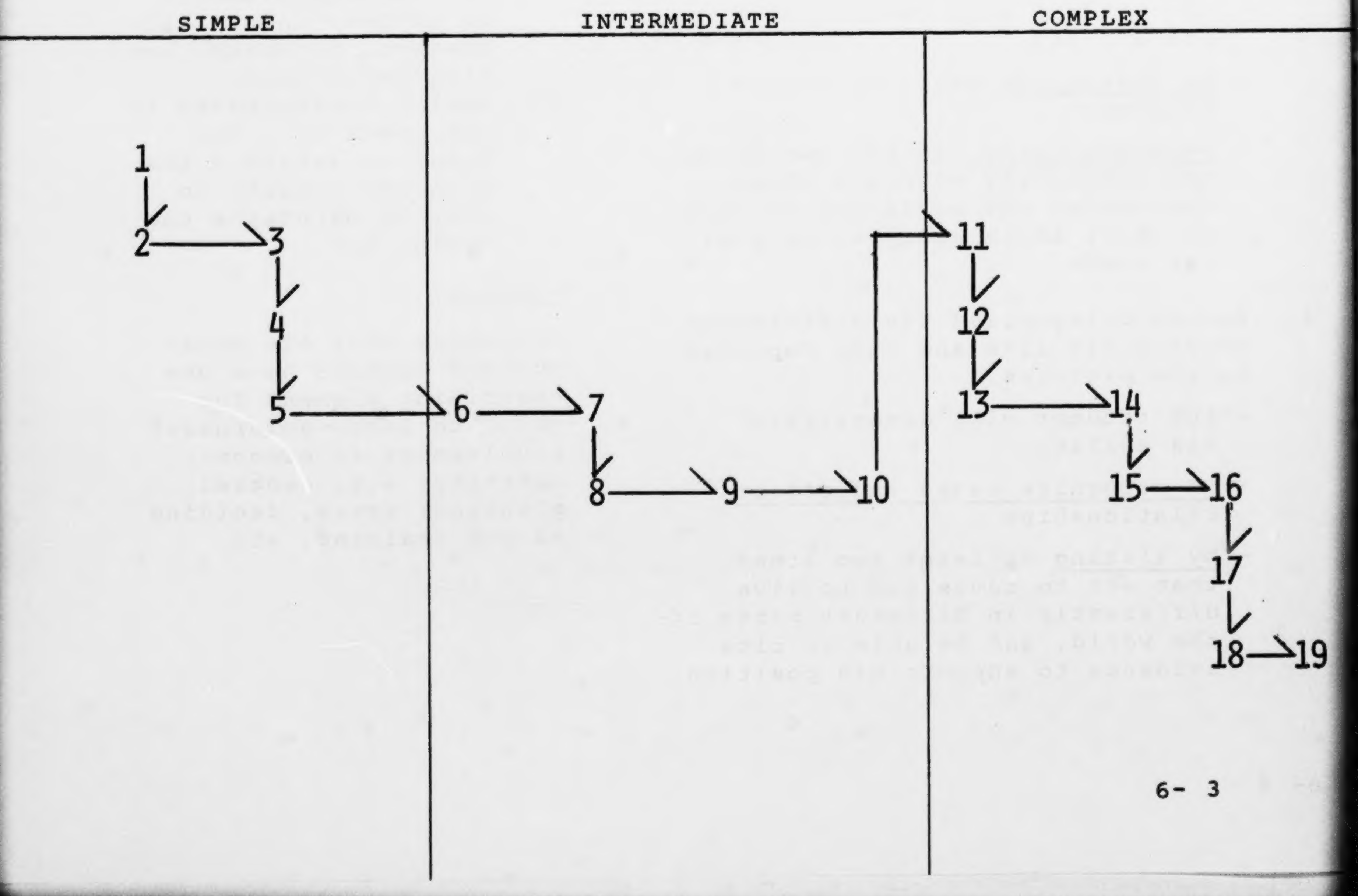
OVERVIEW: TOPIC I

The study of the 6th grade is introduced through the exploration of the methods man uses to organize the economic life of his community. The world regions introduced at this grade level offer excellent examples of the variety of economic systems devised by man: the Traditional Systems of the Middle East, the Market Systems of Western Europe (labeled the Free Choice System, here), and the Command Systems of Eastern Europe.

After the systems and their characteristics have been explored, the students are asked to construct a series of pertinent questions that can be used to investigate the economic systems of the Middle East and Europe. These questions will be used in Topic II to aid students in the actual inquiry into the economies of many of these nations.

The skills of this topic deal with recognizing similarities and differences in structure, designing penetrating questions for inquiry, and categorizing elements into proper sets. These skills are important for the topics that follow.

OBJECTIVE FLOW CHART



OBJECTIVES

1. Given several pictures that depict life in a region,
   - the student will demonstrate his ability
   - to abstract information from pictures
   - by listing at least five phrases that describe what life is like in the pictures under consideration.
2. Given several pictures that depict life in a region,
   - the student will demonstrate his ability
   - to recognize similarities and differences
   - by categorizing under proper labels, at least three ways that life is different, in the pictures, than in his own life.
3. Having categorized the similarities between his life and life depicted in the pictures,
   - the student will demonstrate his ability
   - to generalize based on sample evidence
   - by summarizing, in his own words, the similarity of man's needs throughout the world and include at least three examples of similar needs.
4. Having categorized the differences between his life and life depicted in the pictures,
   - the student will demonstrate his ability
   - to recognize cause and effect relationships
   - by listing at least two items that act to cause men to live differently in different parts of the world, and be able to cite evidence to support his position.

CONTENT

1. Tradition:

   a. More than 75% of the people in agriculture denotes a tendency toward a traditional economy, because the residual 25% is not enough to promote industrialism.

   b. A very low literacy rate tends to denote the lack of a skilled labor force which is needed for industrialization.

   c. A small per capita income tends to denote a traditional economy because of a lack of industry.

   d. A short life expectancy tends to denote a traditional society because of a lack of technical improvements.

   e. A high population growth rate acts to prevent improvements in income, industrialization, literacy, and life expectancy.

   f. Wealth concentrated in the hands of a few tends to denote a traditional society in that it maintains the status quo.

2. Command:

   Economies that are categorized Command have one overriding element for which to look—government involvement in economic activity; e.g. central planning, taxes, deciding on job training, etc.

INSTRUCTIONAL STRATEGIES

A. (Strategy for Objectives 1-7)

Post a variety of pictures that depict life in various areas of the world. After students have had an opportunity to view these in some detail, ask:

1. On a piece of paper, write several phrases that describe, in your words, what you feel life is like in the area where these pictures were taken.
2. On the back of the page, make two columns - one entitled Similarities, the other entitled Differences. List under each heading, the ways in which life in the area shown in the pictures is similar and different from life in your own region.

After these lists have been compiled, discuss the following questions:

1. In what ways is life in these pictures similar to your life? (Should include need for food, clothing, and shelter, families, etc.)
2. Why is it, that these similarities exist?
3. If we were to look at pictures of people in South America, Europe, or other parts of the world, would these similarities which we have identified be there also? Why? (Man's needs are similar.)
4. On your paper, write a statement that summarizes the similarities of man's needs throughout the world. (You could evaluate the student's ability to apply this generalization by asking if it applies to several specific places in the world; e.g. Japan, China, Germany, Canada, man on the moon, etc.)
5. Looking now at the differences you have listed, name some of them.
6. What causes these differences to occur in people's way of living? (topography, climate, resources, traditions or culture)
7. If "traditions" or "culture" is not stated by students, ask: How do the things that people learn from their parents and elders affect what they do?
8. How are the things that you do affected by the things that your parents or teachers tell you? (e.g. school, church, clubs, T.V.)
9. How many of you really know very much about life, and how people decide to do things in other parts of the world?

OBJECTIVES

5. Given case studies that describe how societies assign jobs to their members,
   - the student will demonstrate his ability
   - to abstract information from case studies
   - by citing evidence from each case study that identifies the method used for assigning jobs to people in the societies described.

6. Having discussed three methods which societies use for assigning jobs to their members,
   - the student will demonstrate his ability
   - to recognize cause and effect relationships
   - by explaining in his own words, what effect each of the three methods (used by societies to assign jobs to its members) has on what jobs will be done, and be able to cite one example of each method.

7. Given a situation that describes a method for assigning jobs,
   - the student will demonstrate his ability
   - to apply ideas learned in one situation to other situations
   - by selecting from the three methods for assigning jobs, the one most like the situation described.

CONTENT

3. Market (Free Choice):

   Economies bearing this title may be characterized by little, if any, central government planning for production or job assignments. A high percentage of the decision making process is left to the free choice of the individuals in the society.

   Perhaps the greatest distinguishing feature of Market economies is that individuals, not the government, own means of and factors of production.*

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*An excellent discussion of these three systems can be found in:

Robert Heilbroner, *Making of Modern Economic Society*, Chapter 1. Englewood Cliffs, New Jersey: Prentice Hall, Inc.

INSTRUCTIONAL STRATEGIES

A. (Cont.) For example, in our system, as one grows up, one can practically choose any job he wants, provided he can qualify for it; e.g. engineer, teacher, salesman, mechanic. We say that we have freedom of choice in this country, and we think it is the only way. But is it really the only way?

10. Do you know of any other ways that societies decide who will do what jobs? (If students can't identify examples that show Command and Tradition, give them Case Study 1 from Appendix at the end of this grade level. If they can identify examples of Tradition and Command, use case studies to see if they can identify which is which.)
11. After having discussed the case study, ask, We have now discussed three different methods that societies use to decide who does what jobs; e.g. freedom of choice, Command, and Tradition. Will the method that a society uses, help to determine who does what job in that society? Give some examples, that you know about.
12. In Virginia, when our colonies were first being settled, many men were so interested in looking for gold, that all men nearly starved. Their leader told them that anybody who didn't help get food and build shelter wouldn't be permitted to share these things when they needed them.

    a. Why do you suppose he said that? (needs to be fulfilled)
    b. Which of the methods we discussed earlier was most like that system in Virginia? (Many other examples can be used; e.g. slavery, military service, "I'm going to be a doctor like my dad.")
13. Which of these methods is best? (It depends on what is being done vs. what needs to be done. Command was best for Virginia, at that time.)

OBJECTIVES

CONTENT

8. When presented with questions about life in his own society, with which he may be unfamiliar,

   - the student will demonstrate his ability
   - to speculate about conditions that exist
   - by stating in his own words who, he believes, is responsible for deciding what will be produced in our society, and be able to cite evidence to support his position.

9. Given case studies that describe how societies decide what will be produced,

   - the student will demonstrate his ability
   - to abstract information from case studies
   - by citing evidence from each case study that identifies the method used for deciding what will be produced in the societies described.

10. Having discussed three methods which societies use for deciding what will be produced,

    - the student will demonstrate his ability
    - to detect similarities
    - by stating in his own words how methods for assigning jobs and methods for deciding what will be produced are similar.

11. Given several problems and asked to choose a best method for solving all the problems,

    - the student will demonstrate his ability
    - to accept the merits of several divergent ideas
    - by qualifying his choice of method for solving a problem with phrases such as "it depends," "usually," "in this situation," or other words that indicate that the choice is related to the factors involved in the problems.

INSTRUCTIONAL STRATEGIES

B. (Strategy for Objectives 8-11)

Let's look at another idea. Who decides what should be produced in a society? How is it decided in our society? Who decides on the number of cars produced, where to build a hotel, where to put a gas station, or if you will be a farmer like your father? (freedom of choice)

1. Are there any other ways of deciding what should be produced? Use case study 1 in the same way it was used earlier.
2. Are these methods for determining what shall be produced, similar to those we talked about earlier for assigning jobs to people? (Yes - Free Choice, Command, and Tradition)
3. Which of these methods is best? (Again, it depends on what is being produced vs. what is needed.)
4. Does the method used help to determine what is produced? Suppose many people needed food, but some rich people, who had food, wanted mini bikes. Which method would be best to use? Consider this question as both a rich and poor person, to see if a person's attitudes change, depending on his needs and wants.

OBJECTIVES

CONTENT

12. Given a list of jobs that normally are done by a society or nation, and asked to select those that are most important,

    - the student will demonstrate his ability
    - to recognize conditions that exist in all societies
    - by ranking the list of jobs so that the needs of a society are listed as three of the first four items.

13. Given a problem of how man produces all of his needs and wants,

    - the student will demonstrate his ability
    - to identify multiple factors involved in causing events
    - by stating at least two factors that act to affect the production of goods and services that a society will be able to provide for its members.

14. Given situations where man's needs and wants always out-weigh his ability to produce these,

    - the student will demonstrate his ability
    - to predict the consequences of a situation
    - by stating in his own words what man will do when he is faced with the problem of unlimited wants and limited resources.

15. Given a situation in which choices must be made about what jobs to do and what goods will be produced,

    - the student will demonstrate his ability
    - to recall ideas learned previously
    - by listing the names of the three methods available for assigning jobs and deciding what will be produced.

INSTRUCTIONAL STRATEGIES

C. (Strategy for Objectives 12-15)

When people gather together in groups called tribes, societies, or nations they have a whole series of jobs to be done.

1. Let's make a list of some of these jobs to be done.
2. Are some of these jobs more important than others? Which need to be done first?
3. How many of the other jobs will a society be able to do? (It depends on the people, resources, skills, and efficiency of the group.)

Put a balance scale on the board or use a real one. On one side of the scale, place all the needs and wants students can identify and ask:

1. What goes on the other side of the scale? What does it take to produce all these things? (people's work, resources, skills, efficiency of production, etc.)
2. If this scale represents a group's needs and wants on one side, and all their resources on the other, what does the scale represent when the needs-wants side is balanced by the resources side? (All the group's needs and wants are fulfilled.)
3. If a group were to put all things they needed and wanted on one side, could they find enough resources to make the scale balance at any one time? (No - use the United States as an example of a very rich country and our problems of pollution, cities, etc.)
4. If groups or nations can never really balance the scale at any one time, what do they have to do? (make choices)
5. If choices need to be made about who will do what job, and what will be produced, what three different methods are available to nations to make these decisions?
6. Can we expect that all nations will choose the same method?

OBJECTIVES

CONTENT

16. Given case studies that describe elements of man's three systems of economic organization,

    - the student will demonstrate his ability
    - to apply ideas learned in one situation to other situations
    - by listing three elements from each case study, each of the three elements being an example of a different method available to man.

17. When asked a series of questions about elements presented in a series of case studies,

    - the student will demonstrate his ability
    - to speculate about the relationship between factors
    - by explaining in his own words how each element presented is related to one or more of the three economic systems identified earlier, and be able to use examples to support his position.

18. Having discussed the elements of the economic systems of several countries described in the case studies,

    - the student will demonstrate his ability
    - to draw defensible conclusions
    - by summarizing in his own words, the method of the economic organization used by each country discussed, the method of economic organization that dominates that country; and be able to support his statement with evidence from the case studies.

INSTRUCTIONAL STRATEGIES

D. (Strategy for Objectives 16-18)

Hand out case study 2, parts A, B, and C and say, "let's look at the descriptions of three economies and see if we can tell which economy uses each method discussed earlier? (Free Choice, Tradition, or Command)

In reality, each economy is somewhat a mixture of at least two methods. This makes them difficult to categorize. Through questions, direct students to consider the various elements in each economy that represent examples of choice, tradition, and command.

Have students set up three columns on a page, labeled Country A, Country B, and Country C. Under each label, the students will list the important characteristics of the country, that would help to draw conclusions about its elements of Tradition, Command, and Free Choice. The following questions will help direct students inquiry:

1. Are there examples of Tradition in any of the case studies?
2. Are there examples of Free Choice in any of the case studies?
3. Are there examples of Command in any of the case studies?
4. Is the level of literacy of the population a clue to the kind of economic system?
5. Is the life expectancy of the people a clue to the kind of economic system?
6. Is the number of people in farming or industry a clue to the kind of economic system?
7. Is the number of people in urban areas a clue to the kind of economic system?
8. Is the average income of the people a clue to the kind of economic system?
9. Which method of economic organization does each of the countries use? (They are all a mixture of at least two methods.)
10. Which method seems to be more important than the others in each country?
11. Make concluding statements that summarize the economic organization of each country. (e.g. Country A is mostly Traditional with some Command in planning big projects. Country B has all three methods with Free Choice most important.)

OBJECTIVES

CONTENT

19. Having investigated the methods of economic organization used by man in a variety of situations,

    - the student will demonstrate his ability
    - to formulate pertinent questions for inquiry
    - by stating at least three questions he feels would aid him in seeking information about the economic systems of several nations.

INSTRUCTIONAL STRATEGIES

E. (Strategy for Objective 19)

During the coming year, we will be studying the people of the Middle East, Western Europe, and Eastern Europe. In order to identify the economic organization that exists in each nation, what questions should we ask about the economy of each nation as we study it? Students should be expected to formulate these questions as a result of the investigation of the previous case studies. Some suggested questions that students should formulate:

1. What evidence is there that the power of government is exercised in planning what will be produced; e.g. Aswan Dam, nationalized industries?
2. What evidence is there that custom or tradition influences the decisions in the economy with respect to jobs and production?
3. What evidence is there that people have freedom to choose their own jobs and what to produce?
4. What is the rate of literacy, life expectancy, and average income of the people?
5. What percent of people work in agriculture, industry, or live in urban areas?
6. Even though more than one method is used by this economy, which appears to dominate the decisions of the nation?

The questions that students derive will vary somewhat, but this is not crucial. If in the mind of the teacher, the students' questions will not provide sufficient information for accurate identification of the methods used by the nation under investigation, the strategy in part D will have to be repeated, using new descriptions, until the questions are sufficiently refined.

As a conclusion to this topic, write the questions that students will use to explore the type of economy being studied on chart paper. Post these in the room for easy reference during the year. As the students explore each nation, have them refer to these questions as the guidelines they should use to aid in categorizing the type of economy used by each nation. During the use of these guidelines, the students should be encouraged to define additional questions. Any guidelines are tentative at best. When additional questions are recommended by the students, write these on the chart with original ones.

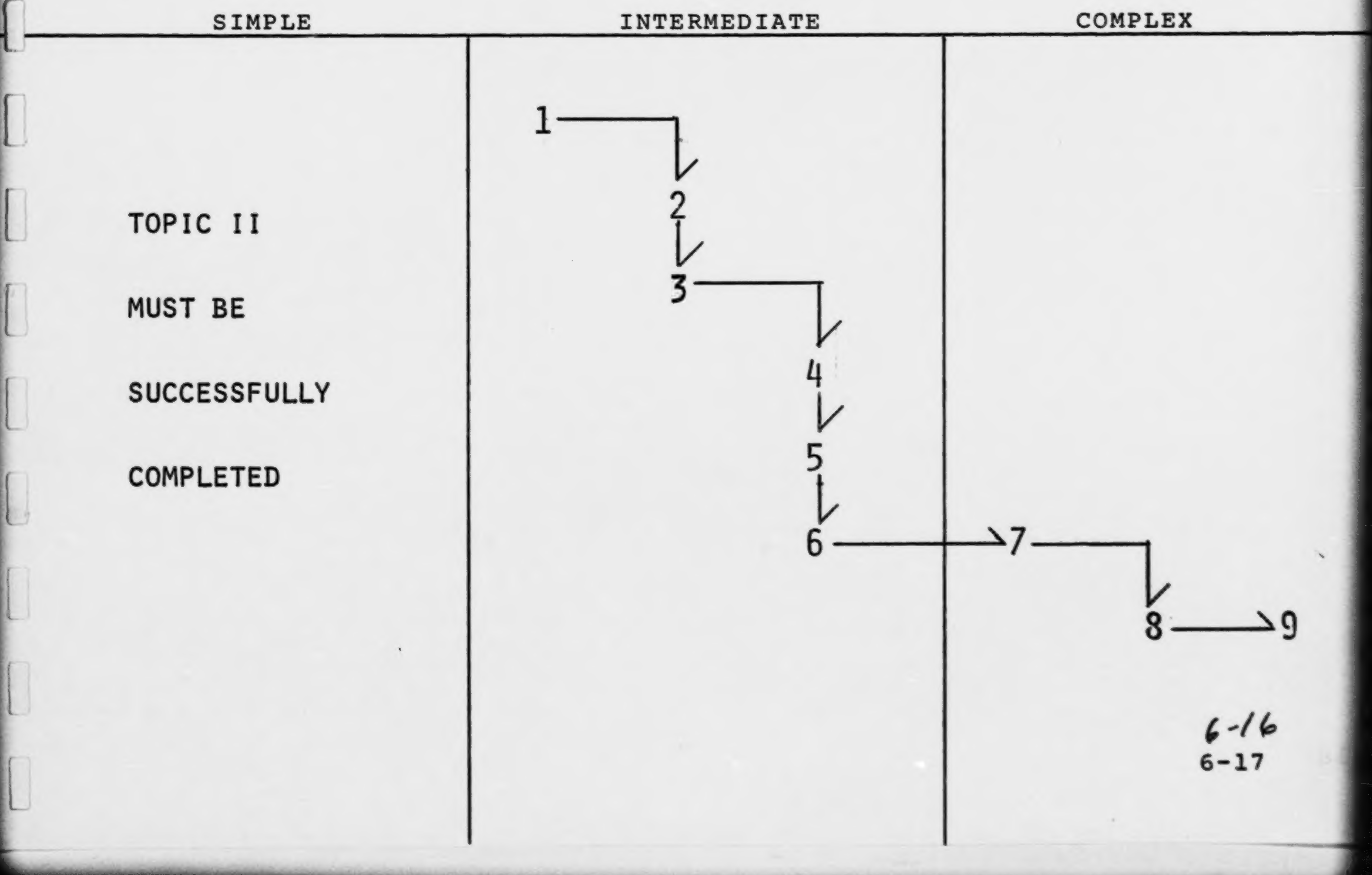
OVERVIEW: TOPIC II

This topic deals entirely with the construction and application of a model of inquiry. The purpose of using this model is to explore the variety and mixture of man's economic systems.

It may appear that this topic is concerned with building the model and not "learning" economics. It is, however, more correct to say that the building of the model is absolutely necessary to provide focus for the study and to be able to proceed in an orderly and skillful fashion. Through this model, it is possible to study a number of nations, while, at the same time, permitting students to compare economies and formulate useful generalizations about large regions of the world.

To develop the skill of using this model, it will be necessary to proceed slowly. Well planned activities dealing with each of the six steps in the model must precede the application of the whole model. The importance of learning to use this model skillfully cannot be overstated. It has the broadest application to all subject areas of education.

OBJECTIVE FLOW CHART



OBJECTIVES CONTENT

INSTRUCTIONAL STRATEGIES

A.

Having developed in Topic I a series of pertinent questions to be used as guidelines for investigating the method of economic organization of a nation or region, the students are ready to begin the process of investigating; ready, that is, to investigate, but still lacking the knowledge of the process. Constructing and developing the skills of that process are the focal points of this topic. The following essential features of inquiry will be developed through the strategy of this topic:

1. Inquiry begins with the identification and statement of a problem to be investigated. The problem to be dealt with here can be stated several ways, but, essentially it is:

   What examples of Tradition, Free Choice, and Command systems are part of the economic organization of this nation (whatever nation is to be studied). Which system tends to dominate the economy?
2. Having stated the problem, the investigator should next suggest at least one possible answer to that problem. This is the process of hypothesizing about what the investigator believes is a reasonable answer to the stated problem, given the information he has available at this time. An example of a hypothesis about the previously stated problem could be:

   "This nation (whatever nation is to be studied) uses mainly the Traditional system of economic organization, but examples of Command can be found in government projects, and Free Choice exists in urban businesses."
3. In order to determine the accuracy of the hypothesis, information must be collected by the investigator. Before the collection process begins, the investigator will need to organize a series of pertinent questions, designed to focus on the information needed.
4. Collected information should next be organized into useful form. This process of interpreting the data includes grouping and labeling related facts, checking for conflicts within the data, and considering its adequacy and sufficiency for stating conclusions later.
5. The investigator is now in a position to compare his previously stated hypothesis with the information collected. This process of

OBJECTIVES

CONTENT

1. Given a problem to be investigated that deals with questions of the type of economic organization used by a particular nation,
   - the student will demonstrate his ability
   - to formulate a hypothesis from a stated problem
   - by making a statement that he believes to be an accurate description of the economic organization of the nation to be studied, given his present knowledge.

INSTRUCTIONAL STRATEGIES

A. (Cont.) applying the data is, in fact, reconsidering the hypothesis in light of new evidence, in order to determine if the original thoughts or beliefs of the investigator were accurate.

6. The final step of inquiry is the process of drawing conclusions. This involves either accepting the hypothesis as fact, or revising the hypothesis so it is accurate. Either conclusion is only accurate at the time it is made, and it is open to revision as soon as it is stated, because information and facts are constantly changing; e.g. a democratic government today might be overthrown by a dictatorship tomorrow.

The implementation of each of the inquiry steps described above will be discussed in detail in the strategies that follow. For purposes of simplification, the six steps will be referred to as follows:

1. Identifying the Problem
2. Stating the Hypothesis
3. Collecting the Necessary Data
4. Interpreting the Data
5. Applying Data to the Hypothesis
6. Stating Conclusions or Generalizations

B. (Strategy for Objective 1)

Begin the application of the inquiry model by selecting one of the following regions for study: The Middle East, Western Europe, or Eastern Europe. The first one or two times, the model should be applied by all the students to one nation within the region. By guiding the whole class through the same study, it will be possible for the teacher to manage the process more easily, and it will permit the student to compare his efforts with those of his classmates on an identical problem.

1. Select a nation that students will at least recognize by name, (let's use Egypt as the example in this guide) and ask:
   a. What words or ideas come to mind when I say, "Life in Egypt Today?" Write "Life in Egypt Today" on the board, and list around it the words or ideas that students present.
   b. Identify the Problem
      Earlier, we studied methods of economic organizations available to man. The problem I would like you to consider now is: What examples of Tradition, Free Choice, and Command systems are part of the economic organization of Egypt, and

OBJECTIVES	CONTENT

2. Having hypothesized about the economic organization to be found in a particular nation and using the inquiry questions formulated earlier,
   - the student will demonstrate his ability
   - to collect data necessary to evaluate a hypothesis
   - by selecting at least three sources of information on the basis of relevance to the hypothesis.

3. Having hypothesized about the economic organization to be found in a particular nation, and using the inquiry questions formulated earlier,
   - the student will demonstrate his ability
   - to collect data necessary to evaluate a hypothesis
   - by stating in writing, at least one item of evidence for each question formulated earlier, and citing the source of each item.

INSTRUCTIONAL STRATEGIES

B. (Cont.) which system dominates its economy? (Identifying the Problem)

c. Stating the Hypothesis

From the words and ideas we have just written on the board, you seem to have some thoughts, already, about Life in Egypt Today. Before we begin looking for answers to the question I just presented, let's see what you think would be an accurate answer to that question.

Have each student try to formulate his own answer and, next, attempt to get all the students to agree on a single hypothesis. This single hypothesis will help focus the inquiry. Have each student save his own hypothesis, so that he can evaluate it later. (An acceptable hypothesis is stated in part A-2.) Write the problem and the class hypothesis on chart paper, and paste them next to the questions developed in Topic I.

C. (Strategy for Objectives 2 and 3)

Collecting the Necessary Data

1. Now that we have the problem and a possible answer to that problem, what shall we do next?
2. Will the guideline questions we developed earlier help us?
3. Where will we find the information to answer these questions?
   Encourage students to identify as many different sources as they possibly can; e.g. "Books in the library," "Maybe the school has some filmstrips," "I have a book about Egypt at home," "There is a lot of news about the Middle East on television, "Maybe we have books right here in the room."
4. Will you write down the information, or just carry it around in your head?
5. Will it be of any help to keep track of the sources of your information? Supposing someone else, studying the same nation, found information that differed from yours?

The teacher's role in the actual collection of information is that of a resource person. Pre-determine the availability of school resources, and be prepared for students who can't seem to locate any information. Close teacher support of the students during early exploration is necessary, if the students are going to develop useful study skills for more independent work later.

OBJECTIVES

CONTENT

4. Having collected data from a variety of sources to be used for evaluating a hypothesis and having categorized that data under the questions to which it applies,
   - the student will demonstrate his ability
   - to interpret descriptive data
   - by selecting data from the list that is relevant to the stated hypothesis.

5. Having collected data from a variety of sources to be used for evaluating a hypothesis and having categorized that data under the questions to which it applies,
   - the student will demonstrate his ability
   - to interpret descriptive data
   - by using additional sources of information to determine the accuracy of facts, whenever those facts conflict in the lists previously categorized.

6. Having collected data from a variety of sources to be used for evaluating a hypothesis and having categorized that data under the questions to which it applies,
   - the student will demonstrate his ability
   - to interpret descriptive data
   - by stating ideas about the economic organization being investigated that are accurate, but not explicitly stated in the data.

INSTRUCTIONAL STRATEGIES

D. (Strategy for Objectives 4-6)

Interpreting the Data

After the students have spent time searching for answers to the questions in their guidelines, have them pool the information by considering the following:

1. What evidence have we found to help answer each of the questions in our guidelines? (Write these six questions on the board, and let students list their evidence under the proper questions.)
2. Now that the listing of evidence is complete, let's consider these questions about each list:
    a. Does the information conflict in any of these columns? If yes, what should we do about it?
    b. Can we group facts or ideas within these lists to make the information more useful?
    c. Does it appear that we have adequate information to answer each of the six questions? If not, what should we do about it?
    d. What shall we do with all this information now?

Answering these questions may be a lengthy process, but it is crucial for students to deal with the process, to be able to develop the skill of interpreting data properly.

OBJECTIVES CONTENT

7. Having collected and interpreted data to be used to evaluate a hypothesis,

   - the student will demonstrate his ability
   - to apply data to a stated hypothesis
   - by comparing the interpreted data with the stated hypothesis, and making a statement of the degree of accuracy of that hypothesis.

8. Having made a statement of the degree of accuracy of the hypothesis in light of the data collected,

   - the student will demonstrate his ability
   - to modify a hypothesis in light of new evidence
   - by restating the previously formulated hypothesis as a generalization so that it accurately describes the economic organization of the nation under investigation. The generalization will contain, in modified or original form, at least all the elements of the hypothesis.

INSTRUCTIONAL STRATEGIES

E. (Strategy for Objective 7)

Applying Data to the Hypothesis

This information has been collected to check the accuracy of the hypothesis stated at the beginning of the inquiry. This is the process of comparing what we found, through research, with what we thought was accurate. Questions like the following will help students organize their thoughts:

1. Does our evidence include any examples of Tradition, Free Choice, and Command systems?
2. What conclusions can we draw from the rates of literacy, life expectancy, average annual income?
3. What conclusions can we draw from the percent of people working in agriculture and industry, and those living in urban areas?
4. Do we have any other information that helps us determine the accuracy of our hypothesis?
5. Which method of economic organization seems to be most important in Egypt?
6. Finally, is our hypothesis accurate, or does it have to be changed?

F. (Strategy for Objective 8)

Stating Conclusions or Generalizations

The final step of the process is to modify the hypothesis, if necessary. Usually, this will be necessary, and designing a carefully worded statement takes guidance by the teacher and practice by the student. To help students recognize the tentativeness of their conclusion, discuss what conditions could occur that would alter the conclusion reached.

In a folder, save the conclusion reached about Egypt, so it may be compared with other nations of the Middle East during Topic III.

OBJECTIVES

CONTENT

9. Having developed the skills necessary to accomplish the individual steps of the inquiry model designed earlier,
   - the student will demonstrate his ability
   - to apply an inquiry model to a specific situation
   - by presenting evidence, in writing, of having implemented, during the investigation of the economic organization of some nation, each of the six steps identified earlier.

INSTRUCTIONAL STRATEGIES

G. (Strategy for Objective 9)

The process introduced up to this point is really only the beginning. In order to build the skills necessary to use this process well and independently, students must make repeated use of it. The recommendation of this curriculum guide is to follow several steps:

1. Have the class repeat the process together on at least one more nation.
2. Divide the class into teams of two or three students each, and let each team select another nation on which to apply the model.
3. After the students have worked in groups on several nations, have them work individually on a nation of their choice. This will probably not be possible until the second half of the year.

In all the studies, insist that the students use all six steps of the process outlined in Part A of this topic. By the end of the year, students should be able to list each of the six steps in order, and describe the activities included in each.

H.

The use of the inquiry process described here should be repeated until conclusions about the method of economic organization of several or all nations in a region have been stated by someone - not everyone - in the class. When the study of a region has been completed and the conclusions gathered, move to Topic III of this curriculum guide to compare economies, and make summary statements about the economy of the whole region.

When the class begins the study of both Western Europe and Eastern Europe, return to the model presented in this topic and repeat the process, each time at a more sophisticated level. As the students complete the study of a region, return to Topic III to summarize.

OVERVIEW: TOPIC III

Having explored the systems of economic organization in a variety of nations in the regions of the Middle East and Europe, it is now time to survey each region. This should be done at the close of each study of the Middle East, Western Europe and Eastern Europe. In other words, this topic will be repeated three times during the year.

The importance of concluding each regional study with this activity, rests on the idea that the student should generalize about broad areas of the world, and not be expected to retain mountains of trivia about each nation studied. In addition, this topic provides an excellent method for reviewing the important knowledge discovered about individual nations, while, at the same time, using this knowledge to construct more powerful generalizations about the region.

This topic is totally dependent on the completion of Topic II. In order to make comparisons and formulate generalizations, the student must first have gathered the necessary information about the individual nations of the region. Then, it is possible to organize that information into powerful and useful generalizations.

OBJECTIVE FLOW CHART

SIMPLE	INTERMEDIATE	COMPLEX
TOPIC II MUST BE SUCCESSFULLY COMPLETED	1 → 2 → 3 →	4 → 5

OBJECTIVES

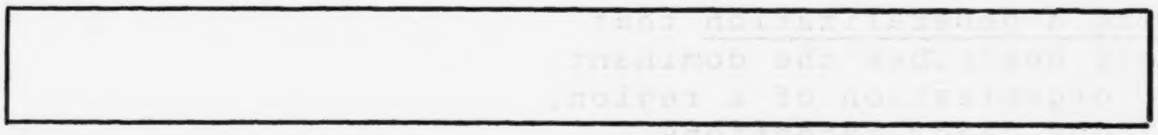
CONTENT

1. Having stated a generalization about the economic organization of any nation,
   - the student will demonstrate his ability
   - to construct a graphic representation of that generalization
   - by dividing a bar graph that represents the nation's whole economic organization into at least one and no more than three parts, so that each part represents the relative importance in that nation of each type of economic organization used by man.
2. Having constructed graphic representations of at least two nations' economic organizations,
   - the student will demonstrate his ability
   - to make comparisons between graphs
   - by stating at least one way in which the graphs are similar or different, and specifying evidence from the graphs to support that statement.
3. Having compared the graphic representations of at least two nations' economic organizations,
   - the student will demonstrate his ability
   - to formulate generalizations
   - by summarizing the similarities and differences in economic organization of the nations being compared.

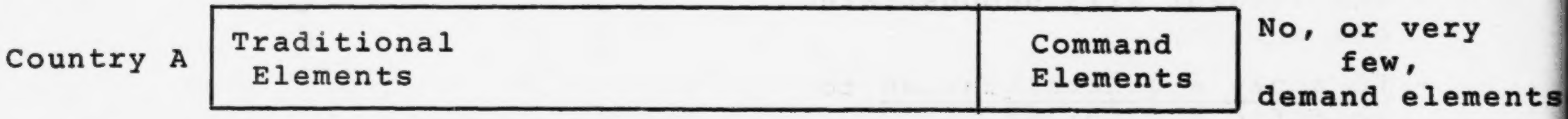
INSTRUCTIONAL STRATEGIES

A. (Strategy for Objectives 1-3)

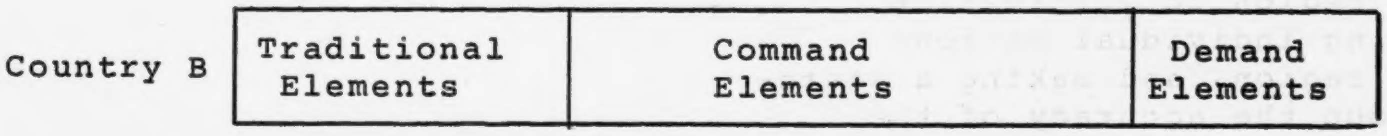
Having studied several countries individually, or in groups, to identify the dominant method of economic organization, students are now in a position to make comparisons. Begin by placing a bar graph on the board that can be said to represent the whole economy of any nation.



Referring to the generalizations reached about any nation studied in the region, ask students to divide the graph in such a way that it represents the economic mixture that they have previously identified; e.g. more Tradition than Command but no Demand.



Now repeat the same process for another country.



Having two or more bar graphs drawn on the board, students may now draw comparisons.

1. Country A has more Traditional Elements in its economy than Country B.
2. Country B has more Command in its economy than Country A.
3. Country B is a mixture of all three, while Country A uses only two methods.
4. Tradition and Command tend to dominate in both countries, with some Free Choice in Country B.

OBJECTIVES

CONTENT

4. Having compared the graphic representations of the economic organization of all the nations studied in a region,
   - the student will demonstrate his ability
   - to recognize similarities and differences between several items
   - by stating a generalization that accurately describes the dominant economic organization of a region, and includes major exceptions within the region to the general pattern.

5. Having generalized about the patterns of economic organization within a region,
   - the student will demonstrate his ability
   - to apply a generalization to specific situations
   - by comparing the generalization about a region to information concerning individual nations of that region, and making a statement about the accuracy of the generalization in relation to the specific nation.

INSTRUCTIONAL STRATEGIES

B. (Strategy for Objectives 4 and 5)

Having established the dominant method for each individual country, the goal, now, is to generalize about the dominant form of economic organization of the region. By repeating the use of the bar graphs for all nations of the region (Middle East, Western Europe, Eastern Europe), the students are creating the evidence needed to formulate generalizations about the dominant method of economic organization of the region; e.g. Middle East - Tradition; Western Europe - Demand; Eastern Europe - Command. They should also qualify their statements to include exceptions to the generalizations; e.g The economies of the Middle East use mostly Tradition. However, there are several exceptions. Israel has more Free Choice.

OR

The economies of Eastern Europe are all characterized by a Command System, but some do have elements of a mixture.

OR

In Western Europe, the dominant form is Free Choice. Some exceptions are Sweden and the United Kingdom, where we find a high degree of Command.

C.

In all three regions to be studied during the year, many similarities and differences of economic organization can be identified. The process of attempting to generalize about a whole region could be simplified, if students were asked to first group nations with similar economies together. In Western Europe, for example, grouping the Scandinavian countries, grouping the Common Market countries, and generalizing about each group, will help to formulate a broader generalization about the nations of Western Europe as a whole.

APPENDIX
FOR
GRADE 6

6-36

Case Study 1

A. Peter will be 18 years old tomorrow, and he graduates from school the next day. It is probably the happiest time of his life, and Peter is very happy. Peter has worked very hard during the last 12 years of school, and he is looking forward to using the skills he has learned. After a week of mountain climbing, Peter will be going to work.

Since Peter was 11 years old, he has been preparing for his lifetime job — auto mechanics. When Peter finished the sixth grade, his teacher told him that the government had decided that Peter would make a good mechanic. He remembered taking a lot of tests during the sixth grade, and guessed that's how the government figured out he should be a mechanic. Throughout high school, he had taken special courses in electricity, motors, and body repair, in addition to language, history, and math.

Now at 18, Peter felt that he was ready, the government felt that he was ready, and he had just received a letter assigning him to the automobile factory in a town 100 miles from his home. They had reserved a room for him, and his mother will ship his clothes to his new home while he's off mountain climbing. Peter was excited about his new life.

B. Asphar rolled over and squinted at the morning sun, bursting through the window at the end of his bed. Another day, he thought to himself, and a lot to be done. He bounded from the bed, dressed quickly, and met his father at the fire where breakfast was being prepared.

"Life is good to farmers," said Asphar's father. "The morning sun, the air, and the smell of plowed fields make a man happy to be alive!"

Asphar has been working with his father in the family fields almost since he was old enough to walk. He never considered doing anything else, because people don't think that way where he lives. He is a farmer because his father is a farmer. It is the same with his friend in town. His friend is a potter just like his father. That's the way life is.

Sometimes, when Asphar has a moment to think, he dreams of the day when he will have a son, and they can work together in the fields. He will be able to teach his boy everything he has learned, and someday the land will pass from his father to Asphar and, eventually to Asphar's son.

COUNTRY A

This nation is a kingdom with all government powers belonging to the king. He is Prime Minister and Foreign Minister of the country, and he selects all of the ministers and officials of the government. There is no popular participation in choosing officials.

The population of this nation is about 5,000,000 people. Half of these people inhabit oases and are farmers. An additional 25% of the people are nomadic tribesmen, wandering through large areas of the nation, herding animals. The remaining population is employed in the oil industry, or lives in the rapidly growing cities and towns. The nomads are generally organized in tribes and feel no strong connection to the central government. Both the nomads and farmers practice the Moslem faith and adhere strictly to the ideas of that religion. The women still wear veils, and many jobs are still determined by custom or heritage.

Oil is the chief resource of this region and accounts for most of the government's income. Agriculture, by western standards, is very primitive. The people raise sheep, goats, camels, and horses, and produce food crops of dates, wheat, and rice. Recent income from oil has enabled the government to build roads, water development projects, and agricultural projects. Electric power plants and closed-circuit television stations are also being developed by the government.

Education is free, but not compulsory, to the people in this country. At the present time, 10% of the population is considered literate. Less than 30% of the population lives in cities or towns. The people have a life expectancy of 35 years.

COUNTRY B

This nation is a republic headed by a president who is chosen by a legislature. The legislators are elected by the people and both men and women have the right to vote. The population of this nation is estimated at 3,000,000 people with a mixture of Arabs and Christians.

About half of the people are engaged in agriculture. The abundance of land and water permits a wide variety of crops to be grown, including bananas and olives, but grains and tobacco are the chief crops. The nation does not possess much mineral wealth but has an important oil industry because of its refineries. Manufacturing has been developing

COUNTRY B (Cont.)

in recent years. Its capital city is the major banking and financial center of much of the region. Most businesses operate under free enterprise, and large profits are made from transportation of products through this nation to the seacoast. Recently, several important projects have been begun by the government, including a large power plant project and the expansion of irrigated land.

This nation has a literacy rate of 86% and one of the best public elementary education systems in the region. The life expectancy of these people is about 50 years. Forty-eight percent of the population lives in urban areas.

COUNTRY C

Most of the 5,000,000 people in this nation are Arabs. They are divided into large tribes with three of these tribes being the most powerful. Most of the people live in straw huts. The people who do live in cities build mud-brick houses with flat roofs. Less than five percent of the people, however, live in cities. What central government there is in this nation is controlled by a three-member council, that appoints the 17 cabinet members. They rule the country without a constitution or an elected assembly.

Farming is the main occupation of this nation and it employs over 90% of the people. Chief crops include wheat, barley, citrus fruits, beans, and coffee. Coffee and Qat are the main cash crops. Qat is a woody shrub that grows in the highlands. It contains narcotics that produce a mild form of intoxication when chewed. This nation has almost no industry. Most goods are hand made. The people have been famous since ancient times for their textiles, leather work, and iron work. These products are still produced today in home industries.

Education is very limited in this nation. Only five percent of the people are considered literate. They have a life expectancy of 35 years. The average income of people in this nation is $110 a year.

The last 1,000 years of this nation has been marked by fighting between the major tribes. Although there is a central government, it exercises very little control over the individual tribes. No major projects are presently being planned in this nation and life remains pretty much as it was 1,900 years ago.